



'While we have time let us do good to all'. (Galatians 6:10)'

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GETTING STARTED

Dear Parent/Guardian,

This booklet is the starting point for you and your child in deciding their options and should give you the chance to consider each course before deciding on the curriculum that will best reflect their personal talents and needs.

Specifications may well change due to Government reforms. However, the basis of the subject will remain the same. This booklet provides a guide to each subject using the most up to date information available.

At this stage, it is not expected that all students will have a definite idea of what they want to do when they leave school. However, it is important to ensure that students continue with a broad and balanced range of subjects so that they are fully equipped when they face the fast changing and demanding world of higher education, industry, commerce and business.

Yours sincerely,

Mrs A Kinsella
Deputy Headteacher – Data and Curriculum

THE KEY STAGE 4 CURRICULUM

Please Read!

The National Qualifications Authority sets a framework for educational qualifications in England and Wales. As students move from Key Stage Three to Key Stage Four of the National Curriculum, they take the first steps up a ladder which can lead to a wide range of high-level qualifications: University Degrees, Masters Degrees, Doctorates, Professional Diplomas and Awards, Higher National Diplomas and Certificates, etc. The first steps are Level 1 and Level 2 of the National Qualifications Framework, and include GCSEs, BTEC First Diplomas & Certificates, Level 1 & 2 NVQs and Cambridge National Awards and Certificates.

All GCSE, BTEC and National Award subjects studied at Harris are Level 2 so they require more hours per week than in key stage 3. Because of this, students need to study fewer subjects in Key Stage 4 than at Key Stage 3 – some subjects have to be dropped before starting GCSE or equivalent qualifications. At Harris, the following GCSEs are compulsory: **English Language** and **English Literature**, **Maths**, **Science Combined** (2 GCSEs), or **Single Sciences** (3 GCSEs), please see FAQs on page 8; and **Religious Studies**. In addition, all students are required to attend non-examined lessons in Core PE and PSHE (Personal, Social and Health Education). These subjects are collectively known as core subjects.

In most cases, students take three additional options. Within this category, students considering a university path later on are strongly advised to take a humanity subject (either History or Geography) and a modern foreign language. This combination of subjects is called the **EBaccalaureate** and is considered the combination of subjects that best facilitate entry to established University courses and higher future earnings.

Choosing options is a serious business. It needs careful thought, and discussion with parents/carers, tutors and relevant subject teachers. Talking to friends and older students is also really useful.

If students do have some sense of what they would like to do or study in the future, researching or asking employers/universities about the most favourable subjects considered for a course/career is also a good idea. However, it is highly unlikely that any choices made at this stage will close doors forever. The subjects which are likely to be vital for the vast majority of future careers are those that are already compulsory. It is also worth noting that many A-level and BTEC subjects (aside from those studied in the core) can be taken up post-16 without having studied them at GCSE.

THE OPTIONS PROCESS

	Event	Explanation
1	Thursday 15 th January Options Evening	- Information from Mrs Kinsella on the options process and curriculum shape, with explanation of the EBacc suite of subjects - A chance to talk to specialist teachers about the courses offered this year the structure, content and nature of assessment
2	Monday 26 th January – Friday 13 th February Optional Student Options meetings	1-1 meetings with Mrs Kinsella for those wishing to discuss their options and plans for future study/employment
3	Weeks beginning 19 th and 26 th January Tutor Option Discussions with potential careers meetings with Mrs Ellwood (careers advisor)	1-1 discussions during PSHE and form time with students' tutors to discuss their progress, strengths and areas for development and the suitability of courses that they might be considering. (SPRs are due out on the 23rd January, which will inform these discussions) - Tutor-referred 1:1 student meetings with careers advisor
4	Thursday 29 th January Parents' Consultation Evening with an opportunity for a drop in chat with Mrs Ellwood (careers advisor)	1-1 face to face parents' meetings in school with students' class teachers and an opportunity to receive further specific advice on the suitability of particular courses your child - Mrs Wilson will be there to answer any questions that you may have regarding career pathways
5	Monday 2 nd March Options Form Open	Options form open on MCAS (My Child At School) Parent app.
6	Friday 6 th March Options Form Deadline	- The final date by which the Google Form can be submitted with students' choices. - Forms received by this date will have priority - Changes after this date cannot be guaranteed

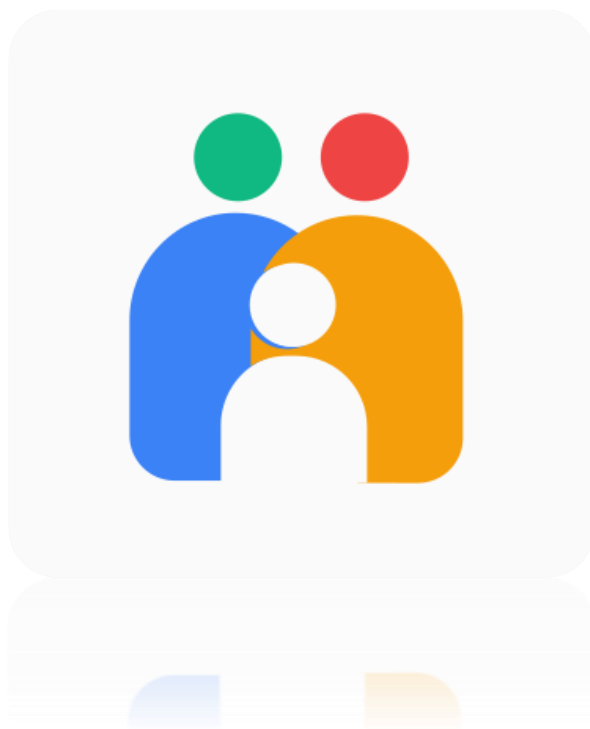
THE OPTIONS PROCESS

We no longer pre-allocate subjects into option blocks. Instead, we ask you to rank 3 subject choices in order of preference – 1 being the subject you care most about, down to 3rd. You will also be asked for 2 reserve choices.

This system is designed to offer maximum flexibility as well as help us to understand which of the student's first choices is their most important. Please note that it is no guarantee that that we can provide everyone's first choice, but we will use our new Bromcom system to maximise the number of first three choices that we can assign.

Please:

- Think carefully before selecting your choices. An accurate submission is better than an early submission! First come, first served will not be used as allocation criteria. The only impact that submission dates will have will be whether the options are submitted before or after the deadline.
- Take notice of the number of places available for each subject. Some have only 30, whereas others can take up to 90. This will have an impact on the likelihood of students achieving their first 3 choices.



ASKING FOR HELP

Many people are willing to help students to make their decisions:

- **Parents/carers** – nobody knows you better and they care enormously about your future.
- **Your Tutor and Head of Year** – they may not be careers experts, but they know you well and will know where to find out about things.
- **Subject teachers** – if there is anything you still want to know about a subject after reading this booklet – ask!
- **Mrs Ellwood, Careers advisor** – Our Careers advisor has up-to-date knowledge across a wide range of courses, including apprenticeships and can help you to make an informed decision
- **Mrs Kinsella, Deputy Headteacher** – Mrs Kinsella will be able to help you locate information related to specific careers, post-16 and university courses that may assist you in your choices and offer advice.
- **Mrs Parmar, Librarian** - Some information will be in magazines and books kept in the Careers section of the Library; some is stored on our computers or is available on the internet. Visit the library and ask if you need help.
- **Do not sit back and let it happen.** Take ownership and control your choices.
- **Career Websites** - You may find this website helpful with finding out the careers that different subjects may lead towards:
<https://careerpilot.org.uk/job-sectors/subjects>

Find further support on page 16

CHOOSING OPTIONS

Good luck!

You are beginning one of the most exciting and challenging periods of your life. Choose what is right for you, work hard and enjoy it.

No GCSE, BTEC or National qualification is an 'easy option'. All require organisation and hard work. In choosing options, **students are advised to think about:**

- Which subjects you are best at?
- Which you enjoy most/find most interesting?
- Which you feel are most likely to be useful to you in the future?
- Is there a new subject you would like to study?
- What skills or knowledge do you need to have already to be successful in this course?

Students are strongly advised to ignore:

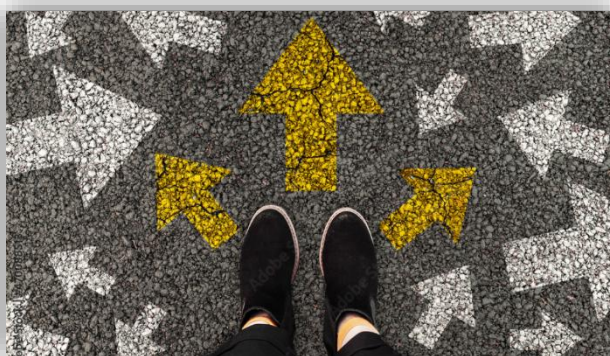
- Whether you like/dislike your current teacher
- What your friends are doing.
- You think it will be easy. Again, no course is 'easy'. Please read the course information carefully, as well as the recommended requirements to ensure that you understand the challenges before you opt

Because of timetable and group number constraints, we cannot guarantee that everyone will be able to study all their option choices. Within those constraints, we will do our best to satisfy as many choices as possible.

If students are unable to study three of their first four choices, Mrs Kinsella will speak to them. Where possible, their fourth or fifth choice will be allocated. Any desire to change choices will be accommodated if group sizes and timetable constraints allow.

Please note:

- Content of GCSE specifications can be changed by exam boards, as can examination methods, so please be aware of this possibility.



FAQs



Can my child study Single Sciences and, if so, how does this fit in with the curriculum?

If your child shows consistent capability in Science and they have been placed in top set they will be offered the opportunity to study Single Sciences (Biology, Chemistry and Physics). This is more challenging than Combined Science. Single Sciences are a good choice if students are interested in pursuing a career in medicine or similarly competitive and advanced scientific fields. Taking Single Sciences will not impact the number of option choices students have.

Some schools do not offer Single Sciences, at all and it is worth noting that higher grades in Combined Science are more facilitating than lower grades in Single Sciences. Neither route will prevent a student studying Biology, Chemistry or Physics at A-level.

If my child wants to take OCR Sport or GCSE PE how will they know which is the best option for them?

Mr Herbert (Head of PE) will meet with all students who have opted for either GCSE PE or BTEC Sport to ascertain their current sporting experience and extra-curricular involvement and to explain the course differences. The decision will be taken on the basis of students' sporting and academic ability. It is not possible to take both subjects.

What if too many students opt for one subject?

We have anticipated which subjects are likely to be most popular and will, where possible, put in more groups if possible. However, if a subject is over-subscribed and we are unable to increase the group number students will be allocated their next choice down. We have indicated how many spaces we have for each subject on the subject option page.

What if too few students opt for one subject?

If too small a number of students opt for a subject, the subject does not become viable as the curriculum space may be needed to accommodate subjects with larger numbers of students. In that case, the subject will not run and students will be spoken to and allocated their next choice down.

Do you offer any new subjects at Key Stage 4?

We don't offer a wide range of 'new subjects' at key stage 4. Many subjects, such as Psychology, Sociology, and Health and Social care can be picked up after GCSEs and post-16 providers often prefer students to have a strong foundation in the core subjects. We do offer Business Studies, though we advise ensuring that you read the course page carefully and speak to Mrs Hobbs and recognise that this is an academic subject relying on Mathematics and English.

What if I have made a wrong choice?

The Options Form is set to receive only one submission to reduce the risk of duplicates and confusions. We strongly recommend submitting once you are sure that you have made up your

mind.

If you have selected an option in error and wish to change it your parents must send in written confirmation highlighting the reasons for the change. **If this is after 6th March it may not be possible to change as classes will have been allocated and the timetable and staffing determined by the choices received.**

After the start of the course:

Changes after the start of year 10 will be very unlikely. It is vital that you use all the advice on hand to you to make the most appropriate decision. Subject heads will be happy to show you textbooks work, or past papers (all of which are also available on the exam board websites) so that you have a clear understanding of the content and challenge of each course. **Changes requested after the 25th September next year will be refused.**

It is worth remembering that GCSEs and BTEC are challenging courses. There is no such thing as an 'easy' course. These are national examinations set to uphold a standard across the country. Even in subjects that you really enjoy, there may be elements of the course that you find harder than others or less interesting. That does not necessarily mean that you have picked the wrong course. **If you have concerns, your first action should be to talk to your subject teacher.**

Can I be entered for a GCSE in my Home Language?

If you are fluent in another Language, it may be possible to sit a GCSE in that Language. Examples of languages for which there are GCSEs include: Cantonese, Urdu, Polish, Russian, Portuguese and Italian. Unfortunately, there are no GCSE qualifications yet available in Romanian, Ukranian or in African languages. If you wish to be entered for a GCSE in your home language, please speak to Mrs Kinsella. You will not attend lessons in this language, so you must already be able to read, write, speak, and listen in that language. Please note that the challenge level is the same as for GCSE French, Spanish or German (the GCSE is aimed at people learning to speak it as an additional language), meaning that if you are fluent in your home language, you should be able to achieve a high grade.

If you have any other questions, please ask your child's form tutor:

9C1 – Mr Todd email: Keith.todd@harris.covmat.org

9D1 – Mrs Pringle, Mr Sced email: Julia.pringle@harris.covmat.org carl.sced@harris.covmat.org

9W1 – Miss Farndon, Mrs Brennan email: Kirsty.farndon@harris.covmat.org;
Joanna.brennan@harris.covmat.org

9W2 – Mr Chimwanda email: Jeffrey.chimwanda@harris.covmat.org

9Y1 – Mr Herbert email: michael.herbert@harris.covmat.org

9Y2 – Mrs Mosley email: dawn.mosley@harris.covmat.org

Or the Head of Year – email: tracey.stonnell@harris.covmat.org

SECTION 1 – CORE QUALIFICATIONS

GCSE ENGLISH LANGUAGE / LITERATURE



All students will study English Language and English Literature. They will follow the AQA syllabus. (www.aqa.org.uk/subjects/english/GCSE)

Language: Students are assessed across two exam papers. They will approach explorations in creative reading and writing as well as examine writer's viewpoints and perspectives across a range of literature fiction texts and non-fiction. The focus is to develop an understanding of how texts are structured and how language is used to manipulate the reader and to be able to apply these methods in their own writing. An equal weight is given to their ability to understand and analyse what they read and their ability to write accurately and convincingly. In addition there is a compulsory oracy (speaking) assessment; although this doesn't contribute to the overall marks, students cannot be awarded a GCSE in English Language without it.

Literature: Students are assessed across two exam papers and will study a range of forms (plays, poetry and prose) and texts in the context of their varied time periods:

- Shakespeare's *Macbeth*
- Dickens' *A Christmas Carol*
- Orwell's *Animal Farm*
- AQA's anthology of poetry addressing the themes of Power and Conflict, from the Romantics to contemporary poets.

As well as the texts above, their second exam paper will include an 'Unseen Poetry' section. For both papers they will need to securely learn a wide range of contextual knowledge, quotations and technical vocabulary and communicate this knowledge clearly and articulately.

There are no higher or foundation tiers – all students sit the same papers and have access to the full range of grades.

MATHEMATICS



Mathematics is 100% externally examined. You will study the following subject content: Number, Algebra, Geometry, Measure, Statistics and Probability.

There are no coursework requirements for Mathematics. You will follow the Pearson/EDEXCEL syllabus.

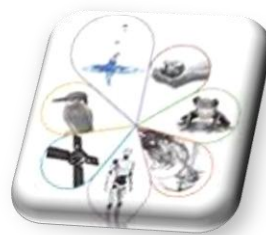
(<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>)

Every student will study the linear scheme and is assessed over 3 papers.

Maths is a tiered course and you will be entered either for Foundation tier exam (grade 1-5) or Higher tier exam (grades 5-9).

Please note it is compulsory to have achieved a Grade 4 (Grade C) qualification in Maths and English by the age of 18. If you do not pass either one in Year 11 you will have to continue to study it at Sixth Form or college and resit the GCSE or equivalent course.

SCIENCE



All students will study Science. Most students will take AQA Combined Science which equates to 2 GCSEs. Just like Maths, this course is tiered and students will enter either the Foundation exam (grades 1-5) or the Higher exam (grades 5-9). Those who demonstrate consistently high aptitude in Science may be selected to take Triple Science for which only the Higher exam will be available. Taking single sciences does not reduce a student's option choices. All course details can be found here:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

The subject content and *required practicals* covered in Combined Science also appear in Biology, Chemistry and Physics GCSE. This means we have the flexibility to move students from Combined and Separate Sciences at the start of year 11.

Topics studied include; Bioenergetics, Quantitative Chemistry and Particle model of matter. Students are assessed over 6 exam papers (2 for each discipline: Biology, Chemistry and Physics).

RELIGIOUS STUDIES



As a Church of England Academy, all students are required to study GCSE Religious Studies, following the AQA syllabus, Specification A. This course is designed to provide pupils with a comprehensive understanding of key religious concepts and practises, fostering critical thinking and personal reflection.

Course Structure

- Assessment: The course is 100% examined, with students assessed over two examination papers:
- Paper 1 - Christian Beliefs and Practices, Jewish Beliefs and Practices (50%)
- Paper 2 Themes (50%)

Key Themes for Paper 2:

Students will engage with thought-provoking topics such as:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice

These inquiries will encourage pupils to delve into ethics and the relevance of morality and various beliefs in our modern society.

Skills Development

Throughout the course, students will be challenged to confront questions regarding:

- Belief
- Values
- Meaning
- Purpose
- Truth

This exploration will enable pupils to develop their own attitudes towards religious issues and cultivate a nuanced understanding of the world around them.

Cultural Appreciation

In addition to religious studies, pupils will gain an appreciation of how religion, philosophy, and ethics shape our culture. The course emphasises the importance of these elements in contemporary society.

Skills Acquired

By the end of the course, students will have developed:

- **Analytical and Critical Thinking Skills:** Evaluating different perspectives and forming reasoned arguments.
- **Abstract Thinking:** Engaging with complex ideas and concepts.
- **Leadership Skills:** Collaborating and presenting ideas effectively.
- **Research Skills:** Conducting investigations into religious beliefs and practises.

GCSE Religious Studies offers pupils a unique opportunity to explore significant questions about life and belief, equipping them with essential skills for their future studies and careers. This course not only enriches their understanding of Christianity and Judaism but also prepares them to engage thoughtfully with the diverse world in which we live.

Careers related to GCSE Religious Studies:

Studying GCSE Religious Studies not only enriches pupils' understanding of diverse beliefs and ethical perspectives but also opens doors to a wide range of career opportunities. Here are some potential pathways for pupils who choose to pursue this subject:

1. Education and Academia

- **Religious Studies Teacher:** Teaching at secondary schools or further education colleges, inspiring the next generation to explore religious and ethical issues.
- **University Lecturer/Researcher:** Engaging in advanced studies and research in theology, philosophy, or religious studies, contributing to academic knowledge.

2. Counselling and Social Work

- **Counsellor:** Providing support and guidance to individuals facing personal challenges, often requiring an understanding of diverse cultural and religious backgrounds.
- **Social Worker:** Working with communities to support vulnerable individuals and families, where knowledge of religious contexts can be vital.

3. Healthcare

- **Chaplaincy:** Providing spiritual care and support in hospitals, prisons, or military settings, helping individuals cope with illness, grief, or moral dilemmas.
- **Health Care Professional:** Roles such as nursing or therapy, where understanding patients' beliefs can enhance care and communication.

4. Law and Politics

- **Solicitor or Barrister:** Specialising in areas of law that intersect with ethical and religious issues, such as human rights or family law.
- **Public Policy Advisor:** Working with government or NGOs to develop policies that consider the ethical implications of legislation.

5. Media and Communication

- **Journalist:** Reporting on religious issues, cultural diversity, and ethical debates, contributing to informed public discourse.
- **Public Relations Specialist:** Crafting messages for organisations, including faith-based groups, requiring an understanding of different worldviews.

6. Non-Profit and Community Work

- **NGO Worker:** Engaging in humanitarian efforts and community development projects, often in multicultural environments.
- **Religious Leader or Community Organiser:** Leading community initiatives and fostering interfaith dialogue, promoting understanding and cooperation among diverse groups.

7. Business and Ethics

- **Corporate Social Responsibility (CSR) Manager:** Overseeing ethical practises within businesses, ensuring that corporate actions align with social values and community expectations.
- **Human Resources Specialist:** Focusing on diversity and inclusion within the workplace, where knowledge of different cultural and religious perspectives is essential.

Choosing GCSE Religious Studies equips pupils with critical thinking skills, ethical reasoning, and a deeper understanding of the world's diverse beliefs. These competencies are invaluable in various careers, promoting empathy and informed decision-making in a multicultural society. By studying this subject, pupils are not only preparing for further education but also laying the groundwork for meaningful and impactful careers.

NON-EXAMINED SUBJECTS:

PSHE

PSHE is a non-examined, statutory subject at Key Stage 3 and 4. It is studied by all students. Topics link to the Government and PSHE curriculum guidelines and relate mainly to statutory subjects

which are *Work Related Learning; Drugs Education; Relationships, Online Safety, and Sex Education* – as well as broader health issues.

Students will continue to study a mix of PSHE topics alongside GCSE content in Citizenship. The content includes modules on Global citizenship, rights and responsibilities, UK and international law and Citizenship in the local community. The mandatory elements of PSHE (sex education, drugs education and careers guidance) will be delivered alongside these units. PSHE is delivered for 1 hour a week on a rolling timetable (a different hour each week).

PE

To support students' mental and physical wellbeing, they will continue to have two PE lessons a fortnight. This is a statutory requirement which, alongside PSHE, is designed to support students in all aspects of their wellbeing.

To our parents/carers

SOME KEY REMINDERS: QUESTIONS TO ASK YOUR CHILD



If your child asks 'What subjects should I take?' or 'Should I take..?....subject?'

1. What do you want to do when you leave school?
2. What skills do you want to develop before leaving?
3. What subjects do you enjoy?
4. Are there some subjects that might support your interests out of school?
5. Have you got a balance between subjects?
6. Which subjects do you think you will be most successful in, and why?
7. Do you need any skills from other subjects that you are great at / struggle with?

Our past experience shows that, despite things having changed since you were at school, it is really important for parents to have this dialogue with their child. If you are unsure about what advice to offer, then please contact the school.

If you hear the following responses to these questions:

1. "I'm not sure yet" – they should consider a balance of subjects
2. "I don't know what skills I need" – what does their report say?
3. "I really like the teacher I have now and the atmosphere in the classroom so I'll pick that subject" – remember your child may have a change of teacher in the next academic year
4. "I just want to do practical subjects" – having a broad range of skills can not only help their employability, but also increase their confidence and in many aspects of life.
5. "I don't know what I'm good at" – check your child's SPRs and HAPs awarded.
6. "I want to go to university" – if this is to study an academic subject, or with a view to entering a high level profession (e.g. medicine, law, publishing, journalism etc.) they should strongly consider ensuring that they have the EBaccalaureate i.e. ensuring that they have opted for one Humanity subject and one Language.

SECTION 2 - OPTIONAL SUBJECTS



The following pages contain key information on each course offered. Please read the information carefully. The exam board for each subject is included so that you can locate more detailed information on any of these courses.

We have also included information regarding the range of career opportunities that may be available to students who opt for each course.

On each page you will also find a link to the specification for each course where you will find overviews as well as detailed breakdowns of the course.

Some courses include an indication of entry requirements. These are skills or interests deemed necessary for success in these subjects. If you have any questions, please contact the Head of department.

Glossary:

NEA = Non-Examined Assessment (coursework) work is undertaken independently by students. Teachers may guide class on their approach but cannot give individual feedback on students' work for submission.

EBACCALAUREATE SUBJECTS

The English Baccalaureate (EBacc) is a school performance measure in England that encourages pupils to study a broad range of academic subjects at GCSE level. It comprises five core subject areas: English, Mathematics, the Sciences (combined or separate), a modern foreign language, and either History or Geography. The EBacc aims to ensure that pupils receive a well-rounded education, equipping them with essential knowledge and skills for further education and employment.

Schools are incentivised to promote the EBacc as it reflects a commitment to academic excellence and prepares pupils for the challenges of a globalised world. **While not a formal qualification, achieving the EBacc can enhance a pupil's prospects for post-16 education and future career opportunities.**

There is a lot of information out there about the EBaccalaureate and the reasons for studying languages. Please do research and consider what route you would like to take when you move on from Harris. If you do not yet know what you want to do (that's fine) remember that you want to make a selection that will keep the greatest number of options open to you – and subjects in which you are most likely to be successful.

Some useful points of information:

The Government's information page on the EBaccalaureate: See what the Government's rationale in promoting the EBaccalaureate is and what difference they believe it makes to your future quality of life: <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Informed Choices – If you think you may wish to go to University in the future, then this site, run by The Russell Group may be useful. Choosing the right subjects to study for GCSE and post-16 is very important in helping you to get into university, particularly a **Russell Group university**.¹ If you don't know what degree subject you want to study, it's important to choose GCSEs and A Levels (or equivalent qualifications) that keep as many options open to you. Whatever your situation, Informed Choices can give you the start you need in deciding what to do next: <https://www.informedchoices.ac.uk/>

National Careers Service – has information on different post-16 pathways including A-levels, T-levels and Vocational Technical Qualifications as well as apprenticeships:

<https://nationalcareers.service.gov.uk/careers-advice/career-choices-at-16>

The Education Hub - Here is some more information on pathways outside school-based education from 16 onwards:

<https://educationhub.blog.gov.uk/2024/01/11/school-leaving-age-can-you-leave-school-at-16-and-what-are-your-options/>

¹ The Russell Group is an organisation of 24 universities that have a shared focus on research and a reputation for academic achievement. There aren't any specific entry requirements for the Russell Group, but they are likely to be high – the universities involved usually fill out the top-end of university league tables.



MODERN FOREIGN LANGUAGES – FRENCH, GERMAN AND SPANISH

Head of Department: Mrs D Mosley

email: dawn.mosley@harris.covmat.org

Course requirements: An interest in learning about world culture and society; an appreciation of languages as a life skill and a desire to improve their communication skills.

Exam board: Pearson Edexcel:

French: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

German: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

Spanish: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

Assessment: All of the languages are assessed through 4 exams, each contributing 25% of the overall course: Listening written paper; oral Speaking exam; Reading written paper; and Writing written paper.

Why You Should Study a Modern Foreign Language

In an increasingly multicultural society, modern languages are more relevant than ever before. 75% of the world's population does not speak English at all, yet the world is opening up and more and more people are travelling abroad, whether for business or pleasure. It is so much easier to enjoy a country when you can use the language and it is much appreciated by the local population when we make an effort to speak their language. In our diverse society it is important to understand tolerance, acceptance and respect as we discover how much we all have in common. Many local companies have business connections with European countries and the ability to understand and communicate in another language could be a deciding factor in your favour at an interview.

Studying a modern foreign language at GCSE offers numerous benefits:

1. **Cognitive Development** - Enhances critical thinking and problem-solving skills, contributing to overall academic success.
2. **Cultural Awareness** - Promotes understanding of diverse cultures, fostering empathy and respect in a globalised world.
3. **Career Opportunities** - Increases employability, especially in fields like international business, tourism, and education.
4. **Enhanced Communication Skills** - Improves listening, speaking, reading, and writing abilities, valuable in any career.
5. **Travel Enrichment** - Enhances travel experiences by allowing for meaningful interactions with locals.
6. **Academic Achievement** - Can lead to improved performance in other subjects and encourages discipline.
7. **University Preparation** - Many universities require a modern foreign language for admission, making it a strategic choice.

Choosing to study a modern foreign language is an investment in your future, equipping you with essential skills and broadening your horizons for personal and professional growth.

GCSE FRENCH up to 60 spaces available



Head of Department: Mrs D Mosley

email: dawn.mosley@harris.covmat.org

Course requirements: Students must be studying French already and have been doing so since year 7

Course Overview

French is an official language of approximately 30 countries around the globe and is spoken across five continents. It is also the official language of many institutions including the European Union and the International Olympic Committee. Throughout the GCSE you will gain an insight into the richness of French culture and society.

Assessment Structure

The GCSE is assessed through four components, each contributing to the final grade:

1. **Listening (25%)** - Pupils will listen to a variety of spoken texts, including conversations, announcements, and interviews, and answer questions to demonstrate comprehension.
2. **Speaking (25%)** - This component includes a conversation with the teacher, where pupils will discuss familiar topics and respond to questions, showcasing their ability to communicate fluently and accurately.
3. **Reading (25%)** - Pupils will read a range of texts, such as articles, advertisements, and literary excerpts, and answer questions to demonstrate understanding and interpretation.
4. **Writing (25%)** - Pupils will produce written responses, including short texts and longer pieces, demonstrating their ability to express ideas clearly and accurately in French.

Key Topics

The curriculum covers a variety of engaging themes, including:

- My Personal World
- Media and Technology
- Studying and My Future
- Lifestyle and Well-being
- My Neighbourhood
- Travel and Tourism

Studying French at GCSE will help pupils to:

- **Enhance Communication:** Develop the ability to express ideas and opinions effectively in both spoken and written French.
- **Develop Critical Thinking:** Improve analytical skills through the interpretation of texts and comprehension tasks.
- **Increase Cultural Appreciation:** Understand and appreciate the diversity of French-speaking cultures, enhancing global citizenship.

Choosing French GCSE provides pupils with valuable language skills that are essential for further education and career opportunities. By engaging with the language and culture, pupils will not only enhance their communication abilities but also develop a deeper understanding of the world around them. Embrace the opportunity to study French and open doors to new experiences and possibilities!

GCSE GERMAN up to 60 spaces available



Head of Department: Mrs D Mosley

email: dawn.mosley@harris.covmat.org

Course requirements: Students must be studying German already and have been doing so since year 7

Course Overview

German is Europe's most widely spoken mother tongue. Germany is one of the UK's closest neighbours as well as an important trading partner. Its industries are global market leaders, and the country has a huge economy. A competence in German may open doors to a wider variety of career opportunities and will enable students to communicate effectively in Germany, Austria or Switzerland.

The GCSE is assessed through four components, each contributing equally to the final grade (25% each):

5. **Listening (25%)** - Pupils will listen to a variety of spoken texts, including conversations, announcements, and interviews, and answer questions to demonstrate comprehension.
6. **Speaking (25%)** - This component includes a conversation with the teacher, where pupils will discuss familiar topics and respond to questions, showcasing their ability to communicate fluently and accurately.
7. **Reading (25%)** - Pupils will read a range of texts, such as articles, advertisements, and literary excerpts, and answer questions to demonstrate understanding and interpretation.
8. **Writing (25%)** - Pupils will produce written responses, including short texts and longer pieces, demonstrating their ability to express ideas clearly and accurately in German.

Key Topics

The curriculum covers a variety of engaging themes, including:

- My Personal World
- Media and Technology
- Studying and My Future
- Lifestyle and Well-being
- My Neighbourhood
- Travel and Tourism

Studying German at GCSE will help pupils to:

- **Improve Communication:** Develop the ability to express ideas and opinions effectively in both spoken and written German.
- **Enhance Critical Thinking:** Improve analytical skills through the interpretation of texts and comprehension tasks.
- **Foster Cultural Appreciation:** Understand and appreciate the diversity of German-speaking cultures, enhancing global citizenship.

Opting for German GCSE provides pupils with vital language skills that are increasingly important in today's globalised world. Through the study of German, pupils not only improve their communication abilities but also gain insights into the rich cultural tapestry of German-speaking countries. This qualification opens doors to further education and diverse career paths, making it a strategic choice for those looking to broaden their horizons. Embrace the opportunity!

GCSE SPANISH up to 60 spaces available



Head of Department: Mrs D Mosley

email: dawn.mosley@harris.covmat.org

Course requirements: Students must be studying Spanish already and have been doing so since year 7

Course Overview:

Spanish is the native language of 400 million people around the world. Many aspects of Spanish speaking culture are world famous including art, literature and sport. Countries in the Americas also have an increasing presence in the international market and the opportunities for work and business are growing for Spanish speakers.

Assessment Structure

The GCSE is assessed through four components, each contributing equally to the final grade (25% each):

9. **Listening (25%)** - Pupils will listen to a variety of spoken texts, including conversations, announcements, and interviews, and answer questions to demonstrate comprehension.
10. **Speaking (25%)** - This component includes a conversation with the teacher, where pupils will discuss familiar topics and respond to questions, showcasing their ability to communicate fluently and accurately.
11. **Reading (25%)** - Pupils will read a range of texts, such as articles, advertisements, and literary excerpts, and answer questions to demonstrate understanding and interpretation.
12. **Writing (25%)** - Pupils will produce written responses, including short texts and longer pieces, demonstrating their ability to express ideas clearly and accurately in Spanish.

Key Topics

The curriculum covers a variety of engaging themes, including:

- My Personal World
- Media and Technology
- Studying and My Future
- Lifestyle and Well-being
- My Neighbourhood
- Travel and Tourism
-

Studying Spanish at GCSE will help pupils to:

- **Enhance Communication Skills:** Develop the ability to express ideas and opinions effectively in both spoken and written Spanish.
- **Cultivate Critical Thinking:** Improve analytical skills through the interpretation of texts and comprehension tasks.
- **Foster Cultural Appreciation:** Understand and appreciate the diversity of Spanish-speaking cultures, enhancing their global perspective.

Choosing Spanish GCSE equips pupils with essential language skills that are invaluable in today's interconnected world. By engaging with the language and its cultural context, pupils will not only improve their communication abilities but also gain a broader understanding of global issues and diverse perspectives.

Studying modern foreign languages can translate into the following career paths:

Studying modern foreign languages opens up a world of opportunities and is a valuable asset in today's globalised job market. Proficiency in a foreign language not only enhances your communication skills but also equips you with cultural awareness and adaptability—qualities that are highly sought after by employers across various industries. Here are some exciting career paths that studying modern foreign languages can lead to:

1. Translation and Interpretation

- **Description:** Translators convert written texts from one language to another, while interpreters facilitate spoken communication between speakers of different languages.
- **Industries:** Government, legal, healthcare, international organisations, and media.

2. International Business

- **Description:** Language skills are crucial in international trade, marketing, and sales. Professionals in this field often work with clients and partners from different countries.
- **Industries:** Corporate sectors, import/export firms, and multinational companies.

3. Teaching and Education

- **Description:** Language teachers play a vital role in educating future generations. This can include teaching in schools, tutoring, or even teaching English as a foreign language abroad.
- **Industries:** Schools, colleges, language schools, and educational NGOs.

4. Diplomacy and International Relations

- **Description:** Language skills are essential for diplomats and international relations professionals who work to foster relationships between countries.
- **Industries:** Government, non-profits, and international organisations.

5. Tourism and Hospitality

- **Description:** The tourism industry values employees who can communicate with diverse clientele. Language skills enhance customer service and guest experiences.
- **Industries:** Hotels, travel agencies, and tour operators.

6. Media and Journalism

- **Description:** Journalists and media professionals often need to report on international events, requiring strong language skills to conduct interviews and research.
- **Industries:** News organisations, magazines, and online media platforms.

7. Cultural and Community Services

- **Description:** Working in community services or cultural organisations often involves engaging with diverse populations, where language skills can facilitate better communication and understanding.
- **Industries:** Non-profit organisations, community centres, and cultural institutions.

8. Technology and Localization

- **Description:** As technology companies expand globally, there is a growing need for professionals who can adapt products and services for different languages and cultures.
- **Industries:** Software companies, gaming, and e-commerce.

Studying modern foreign languages not only enriches your personal growth but also significantly enhances your employability. Whether you aspire to work in business, education, or the arts, language skills will provide you with a competitive edge in a variety of fields. Embrace the opportunity to learn a language, and unlock a future full of possibilities!

GCSE GEOGRAPHY up to 90 spaces available



Lead Teacher: Mrs L Bastos

email: Luana.bastos@harris.covmat.org

Course Requirements: A curiosity about the world and an interest in understanding its natural, economic, and political dynamics, as well as the global challenges it faces.

Exam Board: AQA: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification>

Assessment: 3 x 90-minute written examinations. Please see below for more details.

The AQA GCSE Geography course offers pupils a comprehensive understanding of the world, equipping them with essential geographical skills and knowledge. This qualification encourages critical thinking and fosters a sense of global responsibility.

Course Overview

The AQA GCSE Geography aims to:

- **Develop Geographical Skills:** Enhance the ability to analyse and interpret geographical data, maps, and images.
- **Explore Global Issues:** Investigate contemporary challenges such as climate change, urbanisation, and sustainable development.

Assessment Structure

The GCSE is assessed through three components:

1. **Physical Geography (35%):** Covers natural hazards, ecosystems, and resource management.
2. **Human Geography (35%):** Focuses on urban issues, globalisation, and population change.
3. **Geographical Applications (30%):** Involves fieldwork and the application of geographical skills to real-world scenarios.

Key Topics

- **Natural Hazards:** Causes and effects of earthquakes, volcanoes, and extreme weather.
- **Ecosystems:** Interdependence of organisms and the impact of human activity.
- **Urbanisation:** Growth of cities and sustainable urban development.
- **Global Issues:** Climate change, migration, and globalisation's effects.

Studying Geography at GCSE will help pupils to:

- **Enhance Analytical Skills:** Interpret data and geographical information critically.
- **Improve Communication:** Present findings clearly in both verbal and written formats.
- **Cultivate Problem-Solving Abilities:** Engage with real-world issues and propose solutions.

Choosing the AQA GCSE Geography prepares pupils to understand complex global issues and fosters informed global citizens. This qualification not only lays the groundwork for further studies in geography but also encourages meaningful engagement with the world. Embrace the opportunity to explore geography and its impact on our lives!

Geography can help you map your route into the following careers:

Studying Geography at GCSE opens up a wide range of career opportunities, as it equips pupils with valuable skills and knowledge that are highly sought after in various fields. Geography is not just about maps and locations; it encompasses understanding human interactions with the environment, critical thinking, and analytical skills. Here are some potential career paths and fields related to studying Geography:

1. Environmental Consultant

- **Role:** Assess and advise on environmental issues, helping businesses and governments ensure compliance with regulations.
- **Skills Required:** Strong analytical skills, knowledge of environmental science, and effective communication.

2. Urban Planner

- **Role:** Develop plans and programmes for land use in urban areas, focusing on sustainability and community needs.
- **Skills Required:** Spatial awareness, project management, and an understanding of socio-economic factors.

3. Geographical Information Systems (GIS) Specialist

- **Role:** Use technology to analyse spatial data and create maps for various applications, including urban planning and environmental management.
- **Skills Required:** Proficiency in GIS software, data analysis, and technical problem-solving.

4. Cartographer

- **Role:** Create maps and visual representations of geographical data for various purposes, including education, navigation, and research.
- **Skills Required:** Attention to detail, artistic skills, and knowledge of mapping software.

5. Climate Change Analyst

- **Role:** Study and analyse climate data to assess impacts and develop strategies for mitigation and adaptation.
- **Skills Required:** Research skills, statistical analysis, and a strong understanding of environmental science.

6. Travel and Tourism Manager

- **Role:** Oversee travel and tourism operations, promoting sustainable practises and enhancing visitor experiences.
- **Skills Required:** Customer service, marketing, and knowledge of geographical trends.

7. Teacher or Educator

- **Role:** Teach geography at secondary or higher education levels, inspiring the next generation of geographers.
- **Skills Required:** Strong communication, organisational skills, and a passion for education.

8. Disaster Management Specialist

- **Role:** Plan and implement strategies to prepare for and respond to natural disasters, ensuring community resilience.
- **Skills Required:** Problem-solving, critical thinking, and collaboration with various stakeholders.

A GCSE in Geography equips pupils with essential skills that open doors to various career paths. The analytical thinking, data interpretation, and understanding of global issues gained through this study are highly applicable across multiple sectors. By exploring these opportunities, pupils can appreciate the relevance of geography in real-world contexts and be inspired to pursue further studies or careers in this dynamic field.

GCSE HISTORY up to 90 spaces available



Lead teacher: Mr S West

email: Sam.west@harris.covmat.org

Course Requirements: An ability to write essay-based answers to long questions and an interest in where we have been and how we have become what we are.

Exam Board: AQA: <https://www.aqa.org.uk/subjects/history/gcse/history-8145/specification>

Assessment: 2 x 2-hour written examinations. Each worth 50% of the total GCSE

History is the study of the past, of humanity's greatest achievements and most painful failures, and learning the ability to pass on the torch of civilisation. In this subject you will be asked to think for yourself, express yourself and be yourself. Independent thought is a requirement, and this will be developed in the interactive and engaging setting that you have become accustomed to during your studies in KS3. Below is an outline of the four topics that will be studying over two years.

America, 1840–1895: Expansion and Consolidation

This period study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the United States as a nation. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change.

Conflict and Tension, World War One 1894–1918

This wider world depth study enables students to understand the complex and diverse interests of nations and states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Britain: Health and the People: 1000AD to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

Elizabethan England, 1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social, and cultural standpoints, and arising contemporary and historical controversies.

Studying GCSE History can write your future in the following careers:

Studying GCSE History provides pupils with a solid foundation for a variety of career paths. The skills developed through this subject—such as critical thinking, research, analysis, and effective communication—are highly valued across numerous fields.

1. Historian

- **Role:** Conduct research, analyse historical data, and present findings to contribute to the understanding of past events.
- **Skills Required:** Strong analytical skills, attention to detail, and proficiency in research methodologies.

2. Archivist

- **Role:** Manage and preserve historical documents and records, ensuring they are accessible for future research and education.
- **Skills Required:** Organisational skills, knowledge of archival practises, and an understanding of historical context.

3. Museum Curator

- **Role:** Oversee collections of historical artefacts, plan exhibitions, and educate the public about history through displays and programmes.
- **Skills Required:** Project management, communication skills, and a passion for history and education.

4 Journalist or Writer

- **Role:** Research and write articles or books on historical topics, contributing to public understanding of history and its relevance today.
- **Skills Required:** Excellent writing and research skills, as well as the ability to present complex information clearly.

5. Policy Analyst

- **Role:** Analyse historical data and trends to inform public policy decisions and governmental strategies.
- **Skills Required:** Critical thinking, research skills, and the ability to interpret and present data effectively.

6. Heritage Manager

- **Role:** Manage sites of historical significance, ensuring their preservation and promoting public engagement with history.
- **Skills Required:** Project management, communication, and an understanding of conservation practises.

7. Lawyer

- **Role:** Use historical knowledge to inform legal arguments and understand the context of laws and legal precedents.
- **Skills Required:** Analytical skills, attention to detail, and strong research capabilities.

A GCSE in History not only enriches pupils' understanding of the past but also equips them with transferable skills applicable in various careers. From roles in education and research to positions in policy analysis and heritage management, the opportunities are diverse.

NON-EBACCALAUREATE SUBJECTS

The Value of Non-EBacc Subjects at GCSE

While the English Baccalaureate (EBacc) focuses on a core set of academic subjects, non-EBacc subjects at GCSE play a crucial role in providing a well-rounded education. Whilst it is possible to study any of these courses post 16 without having taken them for GCSE, these subjects contribute significantly to pupils' personal development, skill acquisition, and preparation for future careers. Here are several key benefits of studying non-EBacc subjects:

1. Development of Practical Skills

- **Hands-On Learning:** Non-EBacc subjects often involve practical components, such as in Design and Technology, Art, and Physical Education. This hands-on learning helps pupils develop essential skills that are applicable in various careers and everyday life.
- **Creativity and Innovation:** Subjects like Art and Music encourage creative thinking and innovation, fostering pupils' ability to approach problems from different angles and develop unique solutions.

2. Personal Growth and Well-Being

- **Emotional Expression:** Non-EBacc subjects provide avenues for emotional expression and personal reflection. For example, Drama and Music can enhance pupils' confidence and self-esteem through performance and collaboration.
- **Social Skills:** Many non-EBacc subjects involve group work and collaboration, helping pupils develop strong interpersonal skills, teamwork, and communication abilities.

3. Engagement and Motivation

- **Variety of Interests:** Offering a diverse range of subjects allows pupils to explore their interests and passions, increasing their engagement in school. This can lead to improved attendance and motivation across all subjects.
- **Alternative Pathways:** Non-EBacc subjects can serve as a pathway for pupils who may not excel in traditional academic subjects. They provide opportunities for success and can lead to vocational training and apprenticeships.

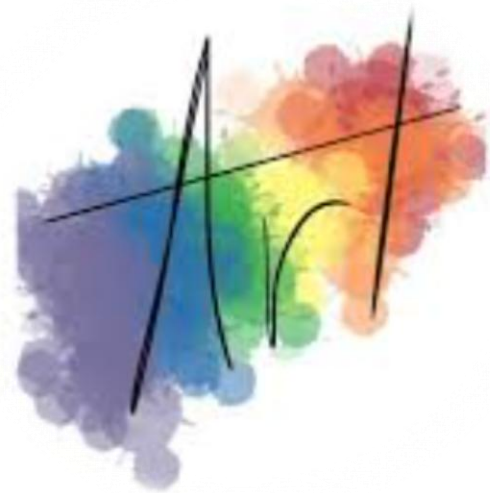
4. Preparation for Future Careers

- **Skill Diversification:** Non-EBacc subjects equip pupils with a broad skill set that is valuable in the workforce. For instance, Business Studies can provide insights into entrepreneurship, while Media Studies can enhance digital literacy and critical thinking.
- **Career Exploration:** These subjects often allow pupils to explore various career options and industries, helping them make informed decisions about their future pathways.

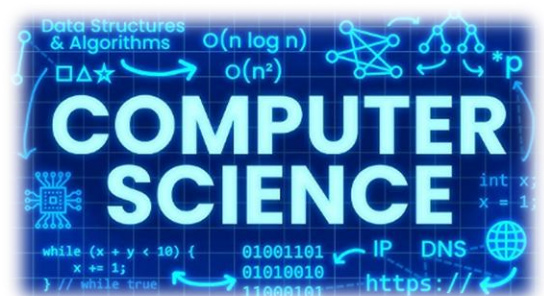
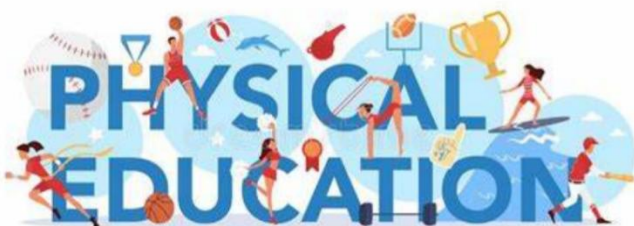
5. Holistic Education

- **Balanced Curriculum:** A well-rounded education includes both academic and vocational subjects. Non-EBacc subjects contribute to a balanced curriculum that prepares pupils for the complexities of modern life and the workforce.
- **Lifelong Learning:** Exposure to a variety of subjects fosters a love for learning and encourages pupils to pursue knowledge beyond the classroom, promoting lifelong learning habits.

Non-EBacc subjects at GCSE are invaluable for fostering a holistic educational experience. They develop practical skills, enhance personal growth, and provide alternative pathways for success. By recognising the importance of these subjects, schools can create a more inclusive and engaging curriculum that meets the diverse needs of all pupils, ultimately preparing them for a successful future.



**Food
Technology**



GCSE ART & DESIGN up to 60 spaces available



Lead Teacher: Mrs K Finnemore **email:** kirsten.finnemore@harris.covmat.org

Course requirements: A passion for art and an ability to sketch and draw is a strong advantage for this subject

Exam board: OCR: <https://ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>

Assessment: NEA: 60% GCSE Examination: 10 hours, 40% of total GCSE

Why study Art?

GCSE Art helps you develop valuable skills like creative thinking, problem-solving, and visual communication, which are essential in many careers beyond traditional art roles. Whether you're interested in design, fine art or marketing, these skills are in high demand. The course also provides a satisfying outlet for self-expression, allowing you to explore your ideas and develop your artistic abilities.

Although the subject requires dedication and attention to detail, the effort you put in will help you grow both creatively and academically, preparing you for future opportunities in a wide range of fields.

What do you do in GCSE Art?

Throughout the GCSE Art course, you will work on two main projects. Both projects will lead to final pieces that showcase your ability to plan, experiment, and refine your ideas.

The first project starts in Year 10 and continues until December of Year 11. It begins with portraiture, and the theme will be guided by your teacher. Possible themes could include Pop Art, Assemblage, or self-image. As the project progresses, you will have the opportunity to take more control by developing your own ideas, researching artists, and creating artwork that links to the theme.

The second project begins in January of Year 11, with a theme chosen by the exam board. You will work on this project until May, when it will culminate in a final piece created during a 10-hour exam spread over two school days.

Independent work is an essential part of the course. You will need to research and evaluate the work of artists, as well as assess and reflect on your own artwork. Presentation is key, and you will need to focus on detail and clarity in how you present your projects. To succeed, you should also complete at least two hours of independent work each week outside of class.

Studying GCSE Art may paint your future in the following career paths:

Studying Art opens a myriad of pathways to exciting and fulfilling careers. The skills and knowledge gained through an Art education are not only applicable within the creative industries but also provide a strong foundation for various professional fields. Below are some potential career paths that pupils can explore after pursuing their passion for Art:

1. Visual Arts

- **Fine Artist:** Create original works of art, such as paintings, sculptures, and installations, for galleries, exhibitions, or private collections.
- **Illustrator:** Produce images for books, magazines, advertisements, and digital media, bringing stories and concepts to life through visual representation.

- **Graphic Designer:** Design visual content for print and digital platforms, including branding, advertising, and user interfaces, combining creativity with technology.
- **Photographer:** Capture images for various purposes, including editorial, commercial, and artistic projects, utilising both traditional and digital photography techniques.

2. Design Fields

- **Fashion Designer:** Develop clothing and accessory designs, working with textiles and materials to create wearable art that reflects trends and personal style.
- **Interior Designer:** Plan and design interior spaces, considering aesthetics, functionality, and the needs of clients to create harmonious environments.
- **Product Designer:** Design consumer products, from furniture to electronics, focusing on usability, aesthetics, and market demand.

3. Creative Media and Technology

- **Animator:** Create animations for films, video games, and online content, using software to bring characters and stories to life.
- **Game Designer:** Develop concepts and visuals for video games, working collaboratively with programmers and writers to create engaging interactive experiences.
- **Art Director:** Oversee the visual aspects of projects in advertising, publishing, or film, guiding the artistic vision and ensuring cohesive design.

4. Education and Community Engagement

- **Art Teacher:** Inspire and educate the next generation of artists by teaching in schools, colleges, or community programmes, fostering creativity and critical thinking.
- **Community Arts Coordinator:** Organise and lead art initiatives within communities, promoting engagement and access to the arts for diverse populations.

5. Cultural and Historical Preservation

- **Curator:** Manage art collections in museums or galleries, organising exhibitions and preserving artworks for future generations.
- **Art Restorer:** Repair and restore artworks, ensuring their longevity and maintaining their historical and cultural significance.

A career in Art not only allows for personal expression but also contributes significantly to society by enhancing culture, communication, and innovation. Pursuing Art can lead to diverse opportunities that combine creativity with practical skills, making it a valuable choice for pupils eager to make their mark in the world.

By engaging in Art education, pupils at Harris Church of England Academy will not only develop their artistic talents but also gain the knowledge and cultural capital necessary to thrive in various professional environments.



GCSE BUSINESS

up to 60 spaces available



Head of Department: Mrs V Hobbs

Email: victoria.hobbs@harris.covmat.org

Course Requirements: A keen interest in business and what makes it tick. Strong English and Mathematical skills

Exam board: OCR: <https://ocr.org.uk/qualifications/gcse/business-j204-from-2017/>

Assessment: 2 written exam papers: 90 minutes long; each worth 50% of the overall GCSE.

Why study Business?

In a few years' time you will be either working for yourself or working for an organisation. GCSE Business Studies is an engaging and dynamic course designed to equip you with essential knowledge and skills for understanding the world of business. This course covers a wide range of topics, providing you with a solid foundation in both theoretical concepts and practical applications. By studying Business Studies, you will develop critical thinking, analytical skills, and a comprehensive understanding of how businesses operate in today's competitive environment.

What will I study?

The GCSE Business Studies course is divided into two main components: Business 1 and Business 2. Each component focuses on key areas that are crucial for successful business operations.

Business 1: Business Activity, Marketing, and People

1. **Business Activity:** Enterprise and Entrepreneurship; Business Planning; Aims and Objectives; Ownership; Stakeholders; Growth.
2. **Marketing:** Market Research; Segmentation; Marketing Mix
3. **People:** Human Resources; Organisational Structures; Communication; Recruitment and Selection; Motivation and Retention; Training and Development; Employment Law

Business 2: Operations, Finance and Influences on Business

1. **Operations:** Production; Quality; Location; Working with Suppliers
2. **Finance:** Sources of Finance; Revenue, Costs, Profit and Loss; Break-even Analysis; Cash and Cash Flow
3. **Influences on Business:** Ethical and Environmental Considerations; Economic Climate; Globalisation: Learn about the effects of globalisation on business opportunities and challenges.
4. **The Interdependent Nature of Business:** This section draws together knowledge, skills, and understanding from both components, allowing pupils to apply their learning to real-life business decision-making scenarios. Pupils will develop the ability to analyse complex situations and make informed decisions based on their comprehensive understanding of business concepts.

Completing a GCSE in Business Studies can make you become a captain of the following industries:

1. Business Management

- **Business Manager:** Oversee operations and staff to meet business objectives.
- **Project Manager:** Plan and execute projects, ensuring timely and budget-compliant completion.
- **Operations Manager:** Enhance operational efficiency and manage supply chains and quality control.

2. Marketing and Sales

- **Marketing Executive:** Create and implement marketing campaigns based on market research.
- **Sales Representative:** Build relationships with customers to sell products and services.
- **Brand Manager:** Develop strategies to enhance brand perception and market position.

3. Finance and Accounting

- **Accountant:** Prepare financial statements and manage budgets while ensuring regulatory compliance.
- **Financial Analyst:** Analyse data to inform investment decisions and improve profitability.
- **Tax Advisor:** Guide individuals and businesses on tax planning and compliance.

4. Human Resources

- **Human Resources Officer:** Manage recruitment, employee relations, and training programmes.
- **Training and Development Manager:** Design training programmes to enhance employee skills.
- **Recruitment Consultant:** Assist businesses in finding suitable candidates through various strategies.

5. Entrepreneurship

- **Entrepreneur:** Start and manage a business, applying business principles to innovate.
- **Small Business Owner:** Operate a local business, leveraging marketing, finance, and customer service skills.

6. Consulting and Advisory Roles

- **Business Consultant:** Advise organisations on improving efficiency and profitability through strategic planning.
- **Market Research Analyst:** Conduct research on market trends and consumer behaviour to inform business decisions.

7. Public Sector and Non-Profit

- **Public Relations Officer:** Manage an organisation's public image and media relations.
- **Policy Analyst:** Analyse policies within government or non-profit organisations to assess their community impact.

A GCSE in Business Studies not only equips pupils with essential knowledge about the business world but also develops valuable skills such as critical thinking, problem-solving, and effective communication. These skills are highly sought after by employers across various industries.

GCSE COMPUTER SCIENCE

up to 30 spaces available



Subject Lead: Mr S Horton **Email:** steven.horton@harris.covmat.org

Course requirements: Strong mathematical ability

Exam Board: Cambridge OCR: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Assessment: 1 written exam paper, 90 minutes long, 50% of total GCSE; 1 online exam, 2 hours long, 50% of total GCSE.

Why study Computer Science?

"Everybody should learn to program a computer, because it teaches you how to think" Steve Jobs 1995 (founder of Apple)

GCSE Computer Science helps students understand how computers really work, not just how to use them. It develops important skills such as problem-solving, logical thinking and programming, which are useful in many subjects and future careers.

By studying Computer Science, students learn to:

- Think logically and solve problems
- Write and understand computer programs (Python)
- Break problems down into clear steps
- Understand how computers, networks and the internet work
- Learn about cyber security and staying safe online

Unit 1: Computer Systems *How computers work*

This component covers fundamental concepts, including:

- 1.1 Systems Architecture** - CPU, memory and storage
- 1.2 Memory and Storage** - Key memory & storage techniques in computing and to store data
- 1.3 Networks and the Internet** - How computer networks work
- 1.4 Network Security** - Using computer Networks safely and
- 1.5 Systems Software** - Operating systems & Application software
- 1.6 Ethics, Law and the Environment** - Using technology responsibly

Unit 2: Programming and Problem Solving: *How we create computer programmes*

This component focuses on programming skills and algorithm understanding, including:

- 2.1 Algorithms & Computational Thinking** - Studying the key searching & sorting algorithms
- 2.2 Programming Fundamentals** - Fundamental programming constructs used to create computer programs
- 2.3 Producing Robust Programs** - Checking and fixing errors in computer programs
- 2.4 Boolean Logic** - Use of Boolean Logic in programming: AND, OR, NOT
- 2.5 Programming Languages & IDEs** - Coding tools and languages

By studying GCSE Computer Science, pupils will develop:

- **Analytical Thinking:** Breaking down complex problems and analysing data effectively.
- **Programming Skills:** Proficiency in writing and debugging code to create software solutions.
- **Problem-Solving:** Methodical approaches to developing effective solutions.
- **Collaboration:** Experience in teamwork and contributing to group projects.
- **Digital Literacy:** Understanding technology's societal impact and ethical considerations in computing.

GCSE Computer Science is a challenging and rewarding subject that develops strong thinking, problem-solving and technical skills. It prepares students well for further education and careers in a digital world.

GCSE Computer Science can programme the following career-paths:

As reliance on technology increases, so does the demand for skilled professionals. Here are key opportunities for pupils:

1. Software Development

- **Software Developer:** Design and maintain applications across platforms.
- **Web Developer:** Build and maintain websites, focusing on both front-end and back-end.
- **Game Developer:** Create video games, combining programming with creativity.

2. Cybersecurity

- **Cybersecurity Analyst:** Protect systems from cyber threats through monitoring and risk assessments.
- **Ethical Hacker:** Test security by exploiting vulnerabilities.
- **Information Security Manager:** Oversee security strategies and compliance.

3. Data Analysis

- **Data Analyst:** Analyse data to support decision-making.
- **Data Scientist:** Use advanced techniques to extract insights from large datasets.

4. IT Support and Network Administration

- **IT Support Technician:** Troubleshoot hardware and software issues.
- **Network Administrator:** Manage and secure computer networks.

5. Artificial Intelligence and Machine Learning

- **Machine Learning Engineer:** Develop algorithms for data-driven learning.
- **AI Research Scientist:** Advance AI technologies through research.

6. Education and Training

- **Computer Science Teacher:** Inspire students by teaching computing concepts.
- **Corporate Trainer:** Train employees on software and cybersecurity practises.

7. Entrepreneurship

- **Tech Entrepreneur:** Start a technology-based business.
- **App Developer:** Design and market mobile applications.

GCSE DESIGN AND TECHNOLOGY

up to 30 spaces available



Head of Department: Mr K Todd

email: keith.todd@harris.covmat.org

Course requirements: An interest in design, manufacture and how products work

Exam board: Eduqas (WJEC) https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/#tab_keydocuments

Assessment: NEA; Design and Make = 50% of qualification; 2-hour written exam = 50% of qualification

Product Design is a subject that explores the world we live in, develops curiosity and encourages creativity. Throughout the GCSE, you will learn about the impact Design and Technology has on our day to day lives, considering how products are designed and made, as well as the impact product design and manufacture has on our environment. You will use a range of materials and design approaches to solve design tasks and analyse different problems.

1. Component 1: Design and Technology in the 21st Century (50%)

- **Description:** This component focuses on the theoretical aspects of design and technology, covering topics such as materials, processes, and the impact of technology on society. Pupils will learn about the principles of design, sustainability, and the importance of user-centred design.
- **Assessment:** This is assessed through a written examination, which includes a mix of short and extended answer questions.

2. Component 2: Non-Exam Assessment (NEA) (50%)

- **Description:** In this practical component, pupils will undertake a design and make project where they will identify a problem, research potential solutions, and create a prototype. This project allows pupils to demonstrate their creativity, technical skills, and understanding of the design process.
- **Assessment:** The NEA is assessed based on the quality of the design portfolio and the final product, with a focus on research, development, and evaluation.

Key Topics Covered:

- **Design Principles:** Understanding the elements of design, aesthetics, and functionality.
- **Materials and Processes:** Exploring different materials (wood, metal, plastic, textiles) and manufacturing techniques.
- **Sustainability:** Learning about eco-friendly design practises and the environmental impact of products.
- **User-Centred Design:** Focusing on the needs and preferences of users throughout the design process.
- **Technical Drawing and Modelling:** Developing skills in sketching, CAD (Computer-Aided Design), and prototyping.

By undertaking the Eduqas GCSE Product Design course, pupils will develop a range of valuable skills:

- **Creative Thinking:** Encouraging innovative ideas and solutions to design challenges.
- **Problem-Solving:** Learning to identify problems and develop effective solutions through the design process.
- **Technical Skills:** Gaining hands-on experience with tools, materials, and manufacturing processes.

- **Project Management:** Understanding how to plan, execute, and evaluate a design project from start to finish.

Career paths that GCSE Product Design may build:

Studying GCSE Product Design equips pupils with a diverse skill set that can lead to various exciting and rewarding career paths. Here's a summary of potential careers associated with this qualification:

1. Product Designer

- **Role:** Create and develop new products, focusing on functionality, aesthetics, and user experience.
- **Skills Developed:** Creativity, technical drawing, and prototyping.

2. Industrial Designer

- **Role:** Design products for mass production, considering usability, ergonomics, and manufacturing processes.
- **Skills Developed:** Problem-solving, engineering principles, and market analysis.

3. Graphic Designer

- **Role:** Develop visual concepts for products, packaging, and branding using design software.
- **Skills Developed:** Visual communication, creativity, and digital design skills.

4. Interior Designer

- **Role:** Plan and design interior spaces, ensuring functionality and aesthetic appeal.
- **Skills Developed:** Spatial awareness, creativity, and project management.

5. Fashion Designer

- **Role:** Design clothing and accessories, focusing on trends, materials, and user needs.
- **Skills Developed:** Creativity, textile knowledge, and pattern-making.

6. Engineer (Mechanical, Electrical, or Civil)

- **Role:** Apply engineering principles to design and build structures, machines, or systems.
- **Skills Developed:** Technical knowledge, problem-solving, and analytical skills.

7. Architect

- **Role:** Design buildings and structures, ensuring safety, functionality, and aesthetics.
- **Skills Developed:** Spatial reasoning, creativity, and project management.

8. Marketing Specialist

- **Role:** Promote products and services, using design knowledge to create compelling marketing materials.
- **Skills Developed:** Communication, creativity, and market research.

9. Set Designer

- **Role:** Design and create sets for theatre, film, and television productions.
- **Skills Developed:** Creativity, spatial design, and collaboration.

10. Entrepreneur

- **Role:** Start and manage a business focused on product development or design.
- **Skills Developed:** Business acumen, creativity, and project management.

GCSE Product Design provides pupils with a solid foundation in creativity, technical skills, and problem-solving, preparing them for a wide range of careers in design, engineering, and related fields. The skills acquired through this qualification are highly transferable, making it a valuable choice for pupils interested in pursuing diverse pathways in the creative and technical industries.

GCSE DRAMA up to 30 spaces available



Head of Department: Mrs J Brennan

email: joanna.brennan@harris.covmat.org

Course requirements: You will be required to attend after school rehearsals in preparation for your practical assessment. You will also be required to perform in front of others within lessons and to external examiners and parent audiences.

Exam board: Eduqas (WJEC): https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_keydocuments

Assessment: NEA: Practical performance and written evaluation on Devising Theatre 40% of total qualification; NEA: Performing from a text; 20% of total qualification; 90 minute written examination, interpreting Theatre 40% of total qualification. **Please note that 70% of your assessment is written!**

Why study Drama GCSE?

Choosing GCSE Drama at Harris Church of England Academy offers a transformative opportunity for personal and academic growth. This dynamic subject fosters essential skills that are invaluable in both educational and real-world contexts.

Key Benefits of Studying GCSE Drama

Engaging Drama enhances creativity by allowing pupils to explore diverse texts and performance styles while developing original ideas through creative projects.

It also improves communication skills, enabling pupils to articulate their thoughts and emotions effectively and practice confident public speaking. Additionally, these activities foster teamwork, as pupils collaborate on group performances, learning the importance of cooperation and building strong interpersonal skills.

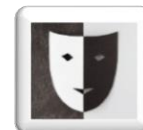
Furthermore, participation in performances boosts confidence, encouraging pupils to engage in self-expression, overcome stage fright, and achieve personal goals. It also encourages critical thinking, as pupils analyse texts to understand character motivations and evaluate performances to provide constructive feedback. Lastly, these experiences prepare pupils for future challenges by developing transferable skills in communication and leadership, thereby gaining valuable experience for their future studies and careers.

Course Overview

The GCSE Drama course follows the Eduqas specification, which includes:

- **Practical Performance:** Engage in acting, directing, and production roles, allowing you to explore the creative process firsthand.
- **Textual Analysis:** Study a variety of plays and scripts, learning to interpret and perform them effectively.
- **Devising Theatre:** Create original pieces of theatre, encouraging collaboration and innovation.
- **Written Examination:** Develop critical thinking and analytical skills through an examination that assesses your understanding of drama and performance.

GCSE Drama at Harris Church of England Academy is more than just a subject; it is a pathway to personal development and academic success. By choosing to study Drama, you will not only enhance your creative abilities but also build essential life skills that will serve you well in any future endeavour. Embrace the opportunity to express yourself, collaborate with others, and prepare for the challenges ahead!



Drama can take centre stage in the following careers:

1. **Acting**
 - **Description:** Pursuing a career as a professional actor in theatre, film, or television.
 - **Skills Utilised:** Performance skills, character interpretation, and emotional expression.
2. **Theatre Production**
 - **Description:** Roles in stage management, lighting, sound design, and set design.
 - **Skills Utilised:** Technical skills, teamwork, and project management.
3. **Directing**
 - **Description:** Overseeing the artistic vision of a production, guiding actors and crew.
 - **Skills Utilised:** Leadership, communication, and creative vision.
4. **Drama Therapy**
 - **Description:** Using drama techniques to support mental health and emotional well-being.
 - **Skills Utilised:** Empathy, communication, and understanding of human behaviour.
5. **Teaching and Education**
 - **Description:** Teaching drama or performing arts in schools or colleges.
 - **Skills Utilised:** Communication, organisation, and the ability to inspire and motivate pupils.
6. **Arts Administration**
 - **Description:** Managing the business side of arts organisations, including marketing and fundraising.
 - **Skills Utilised:** Organisation, communication, and financial management.
7. **Scriptwriting**
 - **Description:** Writing scripts for theatre, television, or film.
 - **Skills Utilised:** Creativity, storytelling, and understanding of character development.
8. **Journalism and Media**
 - **Description:** Working as a critic or journalist covering the arts, theatre, and entertainment.
 - **Skills Utilised:** Research, writing, and analytical skills.
9. **Event Management**
 - **Description:** Planning and coordinating events, including performances and festivals.
 - **Skills Utilised:** Organisation, negotiation, and problem-solving.
10. **Public Relations**
 - **Description:** Managing the public image of clients in the arts sector.
 - **Skills Utilised:** Communication, strategic thinking, and relationship building.

Transferable Skills Developed Through GCSE Drama

Pupils who study GCSE Drama develop a variety of transferable skills that are valuable in many fields:

- **Communication Skills:** Effective verbal and non-verbal communication is essential in any career.
- **Teamwork:** Collaborating with peers fosters strong interpersonal skills, crucial in any workplace.
- **Confidence:** Performing in front of an audience builds self-assurance, beneficial in both personal and professional settings.
- **Critical Thinking:** Analysing scripts and performances enhances critical thinking and problem-solving abilities.
- **Creativity:** Engaging in creative projects nurtures innovative thinking, highly valued in many industries.

GCSE PRINCIPLES IN FOOD PREPARATION AND NUTRITION

up to 50 spaces available



Head of Department: Mr K Todd

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Course requirements: An interest in cooking and nutrition and the relevant scientific principles.

Exam board: Eduqas (WJEC): https://www.edugas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments

Assessment: 2 pieces of NEA – Assessment 1(8 hours) = 15%; Assessment 2 (12 hours) = 35%; 1 written exam 1 hour, 45 minutes = 50% of overall qualification.

The Eduqas GCSE in Food Preparation and Nutrition is designed to equip pupils with essential knowledge and skills related to food, nutrition, and cooking. This qualification encourages pupils to engage with food in a practical and theoretical context, fostering a deeper understanding of the role of food in our lives and its impact on health, culture, and the environment.

The course is structured around three main components:

1. Food Preparation Skills

Pupils will develop a range of practical skills essential for food preparation and cooking. This includes mastering various techniques such as chopping, mixing, baking, and presenting food. Emphasis is placed on the importance of hygiene, safety, and effective time management in the kitchen.

2. Nutritional Understanding

Pupils will learn about the nutritional properties of food and the dietary needs of different individuals. This includes understanding macronutrients and micronutrients, the importance of a balanced diet, and how to evaluate food choices in relation to health and well-being.

3. Food Science and Technology

The course explores the scientific principles behind food preparation and preservation. Pupils will investigate how different cooking methods affect the nutritional value and sensory properties of food, as well as the impact of food processing on health.

The assessment for the Eduqas GCSE in Food Preparation and Nutrition consists of two components:

- 1. Written Examination (50%)** A 1 hour and 45-minute examination that assesses pupils' theoretical knowledge of food preparation, nutrition, and food science. The exam includes a variety of question types, including multiple-choice, short answer, and extended response questions.
- 2. Non-Exam Assessment (50%)** This component involves a practical assessment where pupils plan, prepare, cook, and present a range of dishes. Pupils will also produce a portfolio that documents their planning process, including research, recipe development, and evaluation of their final dishes.

By undertaking this GCSE, pupils will develop a wide range of skills, including:

- **Practical Cooking Skills:** Gaining hands-on experience in the kitchen, enabling pupils to prepare a variety of dishes confidently.
- **Critical Thinking:** Evaluating food choices and understanding the implications of dietary decisions on health and the environment.
- **Creativity:** Encouraging innovation in recipe development and presentation, allowing pupils to express their culinary style.

- **Teamwork and Collaboration:** Working with peers during practical sessions to enhance communication and cooperative skills.

Careers that GCSE Food places on the menu:

Studying GCSE Food Preparation and Nutrition opens up a variety of career opportunities in the food, health, and hospitality sectors. Here are some potential paths:

1. Chef/Cook

- **Role:** Prepare and cook dishes in restaurants, hotels, or catering companies.
- **Skills:** Culinary skills, creativity, time management.

2. Nutritionist/Dietitian

- **Role:** Provide dietary advice and nutrition programmes for health promotion.
- **Skills:** Nutrition knowledge, communication, analytical skills.

3. Food Scientist

- **Role:** Research and develop food products to improve quality and safety.
- **Skills:** Scientific knowledge, problem-solving, critical thinking.

4. Food Technologist

- **Role:** Develop and enhance food products while ensuring safety standards.
- **Skills:** Technical skills, creativity, attention to detail.

5. Caterer

- **Role:** Plan and provide food services for events like weddings and parties.
- **Skills:** Organisation, budgeting, customer service.

6. Food Writer/Critic

- **Role:** Write reviews and articles about food and culinary trends.
- **Skills:** Writing, research, communication.

7. Health and Safety Inspector

- **Role:** Ensure food businesses comply with health regulations.
- **Skills:** Attention to detail, regulatory knowledge, analytical skills.

8. Food Marketing Specialist

- **Role:** Promote food products through advertising and social media.
- **Skills:** Marketing knowledge, creativity, communication.

9. Event Planner

- **Role:** Organise events that include food services.
- **Skills:** Project management, organisation, interpersonal skills.

10. Teacher/Educator

- **Role:** Teach food preparation and nutrition in schools.
- **Skills:** Communication, organisation, leadership.

GCSE Food Preparation and Nutrition equips pupils with practical skills and knowledge, laying a strong foundation for diverse careers in the culinary and hospitality industries. The skills acquired not only prepare pupils for specific roles but also foster a lifelong appreciation for healthy living and informed food choices.

GCSE MUSIC up to 30 spaces available



Head of Department: Mrs J Brennan

email: joanna.brennan@harris.covmat.org

Course requirements: Involvement in extra-curricular music activities. Grade 2 standard in any instrument at the start of the course. The ability to read music notation (covered in KS3 curriculum)

Exam board: Pearson Edexcel <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Assessment: 2 pieces of NEA – Assessment 1 (8 hours) = 15%; Assessment 2 (12 hours) = 35%; 1 written exam 1 hour, 45 minutes = 50% of overall qualification.

The Pearson GCSE Music course is designed to provide pupils with a comprehensive understanding of music through practical and theoretical components. This qualification encourages creativity, critical thinking, and a deep appreciation of music in various contexts.

The Pearson GCSE Music course consists of three main components:

1. **Performing (30%)**
 - **Description:** Pupils will perform music as soloists and/or in ensembles. They are required to showcase their instrumental or vocal skills through live performances.
 - **Assessment:** Performances are assessed based on technical ability, musicality, and interpretation.
2. **Composing (30%)**
 - **Description:** Pupils will create two compositions: one in response to a brief set by Pearson and one free composition. This component allows pupils to explore their creativity and develop their compositional skills.
 - **Assessment:** Compositions are evaluated based on originality, use of musical elements, and adherence to the brief.
3. **Appraising (40%)**
 - **Description:** This component focuses on the study of a variety of musical styles and genres, including Western classical music, popular music, and world music. Pupils will learn to analyse and evaluate music through listening and contextual understanding.
 - **Assessment:** The appraising component is assessed through a written examination, which includes listening exercises and essay questions.

Key Topics Covered

- **Musical Elements:** Understanding melody, harmony, rhythm, texture, dynamics, and form.
- **Styles and Genres:** Exploration of different musical styles, including classical, jazz, pop, rock, and world music.
- **Music Theory:** Basic music theory concepts, including notation, scales, and chords.
- **Historical Context:** The evolution of music and its cultural significance throughout history.

By undertaking the Pearson GCSE Music course, pupils will develop a range of valuable skills, including:

- **Performance Skills:** Enhancing instrumental or vocal techniques through practice and performance.
- **Compositional Skills:** Learning to create original music and express individual creativity.
- **Analytical Skills:** Developing the ability to critically listen to and evaluate music.
- **Collaboration:** Working with peers in ensemble settings to foster teamwork and communication.

Careers That GCSE Music can orchestrate:

Studying GCSE Music provides pupils with essential skills that open up a variety of career opportunities in the music industry and beyond. Here are some potential career paths:

1. Music Performer

- **Role:** Perform as a solo artist or in bands, orchestras, or ensembles.
- **Skills:** Instrumental or vocal proficiency, stage presence.

2. Composer/Songwriter

- **Role:** Create original music for media, performances, and recordings.
- **Skills:** Creativity, composition techniques.

3. Music Producer

- **Role:** Oversee music recording and production, collaborating with artists.
- **Skills:** Sound engineering, project management.

4. Music Teacher/Educator

- **Role:** Teach music in schools or private settings.
- **Skills:** Communication, leadership.

5. Sound Engineer

- **Role:** Manage audio equipment in studios or live events.
- **Skills:** Technical proficiency, attention to detail.

6. Music Therapist

- **Role:** Use music to support mental and emotional well-being.
- **Skills:** Empathy, communication.

7. Music Journalist/Critic

- **Role:** Write reviews and articles about music and artists.
- **Skills:** Writing, research.

8. Event Manager

- **Role:** Organise music events and concerts.
- **Skills:** Project management, organisation.

9. Music Licencing Specialist

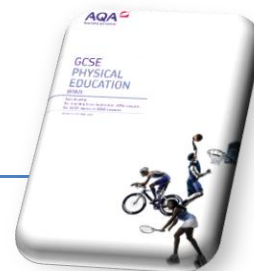
- **Role:** Manage music licencing for various uses.
- **Skills:** Knowledge of copyright law, negotiation.

10. Music Software Developer

- **Role:** Design software for music creation and production.
- **Skills:** Programming, understanding of music theory.

GCSE Music equips pupils with creativity, collaboration, and technical skills, preparing them for diverse and exciting career pathways in music and related fields.

GCSE PE up to 30 spaces available



Head of Department: Mr M Herbert **email:** Michael.herbert@harris.covmat.org

Course Requirements: Students must be participating in a sport outside of school. Students also have to regularly participate or train in different sport in school. They must also have a keen interest in the science and physiology of sport.

Exam board: AQA: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification>

Assessment: Practical NEA covering a range of team and individual sports: 40%; 2 x 75-minute written exam papers, each worth 30% of the overall qualification.

The AQA GCSE Physical Education (PE) course provides pupils with an understanding of physical activity's role in health, fitness, and well-being. It combines theoretical knowledge with practical application, preparing pupils for further study and careers in sports and health.

1. **Component 1: Theoretical Knowledge (60%)**

- **Content:** Covers fitness, body systems, health, socio-cultural influences, and physical training.
- **Assessment:** Written examination with multiple-choice, short answer, and extended response questions.

2. **Component 2: Practical Performance (40%)**

- **Content:** Pupils demonstrate skills in three different sports or physical activities.
- **Assessment:** Practical performance and a written analysis reflecting on strengths and areas for improvement.

Key Topics

- **Physical Fitness and Health:** Components of fitness and benefits of physical activity.
- **Training Methods:** Techniques to improve performance.
- **Sports Psychology:** Mental aspects of performance, including motivation and teamwork.
- **Ethics in Sport:** Issues like fair play and the impact of drugs.

Skills Developed

- **Analytical Skills:** Evaluating performance and identifying improvements.
- **Teamwork and Leadership:** Collaborating and leading in sports.
- **Communication Skills:** Conveying ideas effectively.
- **Critical Thinking:** Assessing socio-cultural impacts on sports participation.

Future Opportunities

The course prepares pupils for:

- Further studies in Physical Education, Sports Science, or Health Studies.
- Careers in sports coaching, teaching, management, and health promotion.
- Related fields such as fitness training and sports therapy.

The AQA GCSE PE course engages pupils in understanding physical activity's significance, equipping them with skills and knowledge for future educational and career opportunities in the sports and health sectors.

GCSE Physical Education and OCR Cambridge National in Sports Studies can make you a winner in careers such as:

1. Sports Coach

- Role: Train and develop athletes in specific sports, focusing on skill improvement and performance enhancement.
- Skills Developed: Leadership, communication, and motivational skills.

2. Physical Education Teacher

- Role: Teach PE in schools, promoting physical activity and healthy lifestyles among pupils.
- Skills Developed: Instructional skills, curriculum development, and classroom management.

3. Fitness Instructor/Personal Trainer

- Role: Design and implement fitness programmes for individuals or groups, helping clients achieve their health goals.
- Skills Developed: Knowledge of exercise physiology, client assessment, and programme design.

4. Sports Development Officer

- Role: Promote sports participation and development within communities, schools, and organisations.
- Skills Developed: Project management, community engagement, and strategic planning.

5. Sports Therapist

- Role: Provide rehabilitation and injury prevention services to athletes and active individuals.
- Skills Developed: Understanding of anatomy and physiology, injury assessment, and treatment techniques.

6. Recreation Manager

- Role: Oversee recreational facilities and programmes, ensuring they meet community needs and promote physical activity.
- Skills Developed: Management, budgeting, and programme evaluation.

7. Health Promotion Specialist

- Role: Develop and implement initiatives that encourage healthy lifestyles and physical activity in various populations.
- Skills Developed: Public health knowledge, communication, and programme evaluation.

8. Sports Journalist

- Role: Report on sports events, trends, and issues for various media outlets.
- Skills Developed: Research, writing, and communication skills.

9. Outdoor Education Instructor

- Role: Lead outdoor activities and adventure sports, promoting teamwork and personal development.
- Skills Developed: Risk assessment, leadership, and outdoor skills.

10. Exercise Physiologist

- Role: Study the body's responses to physical activity and develop exercise programmes for health improvement.
- Skills Developed: Knowledge of exercise science, data analysis, and programme design.

The knowledge and experience gained through this qualification can lead to fulfilling pathways in education, sports, health promotion, and beyond, encouraging lifelong engagement with physical activity and sport.

OCR CAMBRIDGE NATIONAL SPORTS STUDIES up to 60 spaces available



Head of Department: Mr M Herbert

email: Michael.herbert@harris.covmat.org

Course Requirements: A passion for sport and related topics such as how the body works, nutrition and strategy and self-motivation to succeed.

Exam board: OCR Cambridge National: <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

Assessment:

The OCR Cambridge National in Sports Studies is an engaging and practical qualification designed for pupils interested in the world of sport and physical activity. This course provides a comprehensive understanding of sports concepts, helping pupils develop essential skills for both further education and a variety of careers in the sports industry.

The Cambridge National in Sports Studies focuses on both the theoretical and practical aspects of sport. It is structured to provide pupils with a balanced approach to learning, combining knowledge acquisition with hands-on experiences.

Key Components

1. Unit R051: Contemporary Issues in Sport

- **Description:** This unit explores the current trends and issues affecting the world of sport, including:
 - The role of sport in society.
 - The impact of technology on sports performance.
 - Ethical issues, such as doping and inclusion.
- **Assessment:** This unit is assessed through a written examination.

2. Unit R052: Developing Sports Skills

- **Description:** Pupils will learn about the skills and techniques required for various sports and physical activities. They will also explore the importance of fitness and training.
- **Assessment:** This unit is assessed through practical performance and a written assessment, where pupils reflect on their development and performance.

3. Unit R053: Sports Leadership

- **Description:** This unit focuses on the skills needed to lead and organise sports activities. Pupils will plan, deliver, and evaluate a sports activity, developing their leadership and teamwork skills.
- **Assessment:** This unit is assessed through practical demonstration and a portfolio of evidence.

Through the OCR Cambridge National in Sports Studies, pupils will develop a range of valuable skills, including:

- **Analytical Skills:** Evaluating performance and understanding the impact of various factors on sports outcomes.
- **Leadership and Teamwork:** Gaining experience in leading activities and working collaboratively with peers.
- **Communication Skills:** Effectively conveying ideas and instructions during practical sessions.
- **Problem-Solving:** Developing strategies to overcome challenges in sports and physical activities.