

Deer Park School



Pathways Booklet 2024



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Making the right choice

We encourage you to have a good look through this booklet with your child and have an open discussion at home about all the possible subject choices.

- Their interests and areas of strength
- What each subject involves, including examination and non-examination assessment requirements (coursework)
- Future career paths or what they might like to study at College



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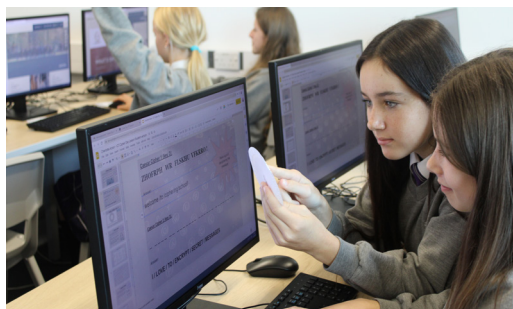


The English Baccalaureate (EBacc)

The English Baccalaureate is a suite of subjects recommended by the Government to ensure students study a broad and balanced curriculum. It is made up of the subjects which are considered essential to many degrees and open up lots of doors.

These subjects are:

English
Mathematics
The Sciences including Computing Science
An Ancient or Modern Foreign Language
History or Geography



Within the core curriculum all students will study English, Mathematics, Science, and either Geography or History. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and Maths.

The government ambition was to see 90% of pupils studying the EBacc subject combination at GCSE by 2025.

French

As a school, we acknowledge the importance of studying a language and believe that gaining a GCSE qualification in a language is an important part of a rounded education.

We encourage all students to take a GCSE in French to prepare them to become global citizens who are curious and knowledgeable of the world that surrounds them.

Language learning promotes resilience, independence and an ability to problem solve; all skills that are widely recognised and sought after by top colleges and universities. A GCSE in a language is attractive to future employers and enables students to understand their own language with more depth and to explore other cultures and people.

Students can only achieve the EBacc if they take a Modern Foreign Language.



The information in this booklet is designed to be a guide for you in determining the most appropriate pathway for your child. Whilst we endeavour to give the most accurate detail, changes regarding the curriculum at a national level may result in amendments being made to the way in which a course is delivered.



GCSE Overview and Grading System

The GCSEs in England have a 9 to 1 grading scale. A Grade 4 and above is recognised as a standard pass.

Securing English and Mathematics is crucial for any child in terms of offering the best future life chances.

The Government has stated that any students who do not achieve a Grade 4 in English and Mathematics will have to retake this qualification at college.

College entry requirements will consider a students' best 8 qualifications including English and Mathematics, using an Average Point Score system. This means all qualifications are equally important and that students should strive to achieve the best grades they can in all areas.

NEW GRADE STRUCTURE		PREVIOUS GRADES
9		A*
8		
7		
6		B
5	GOOD PASS (Dfe) 5 and above = top of C and above	
4	AWARDING 4 and above = bottom of C and above	C
3		D
2		E
1		F
		G
U		U



Technical and Vocational Qualifications

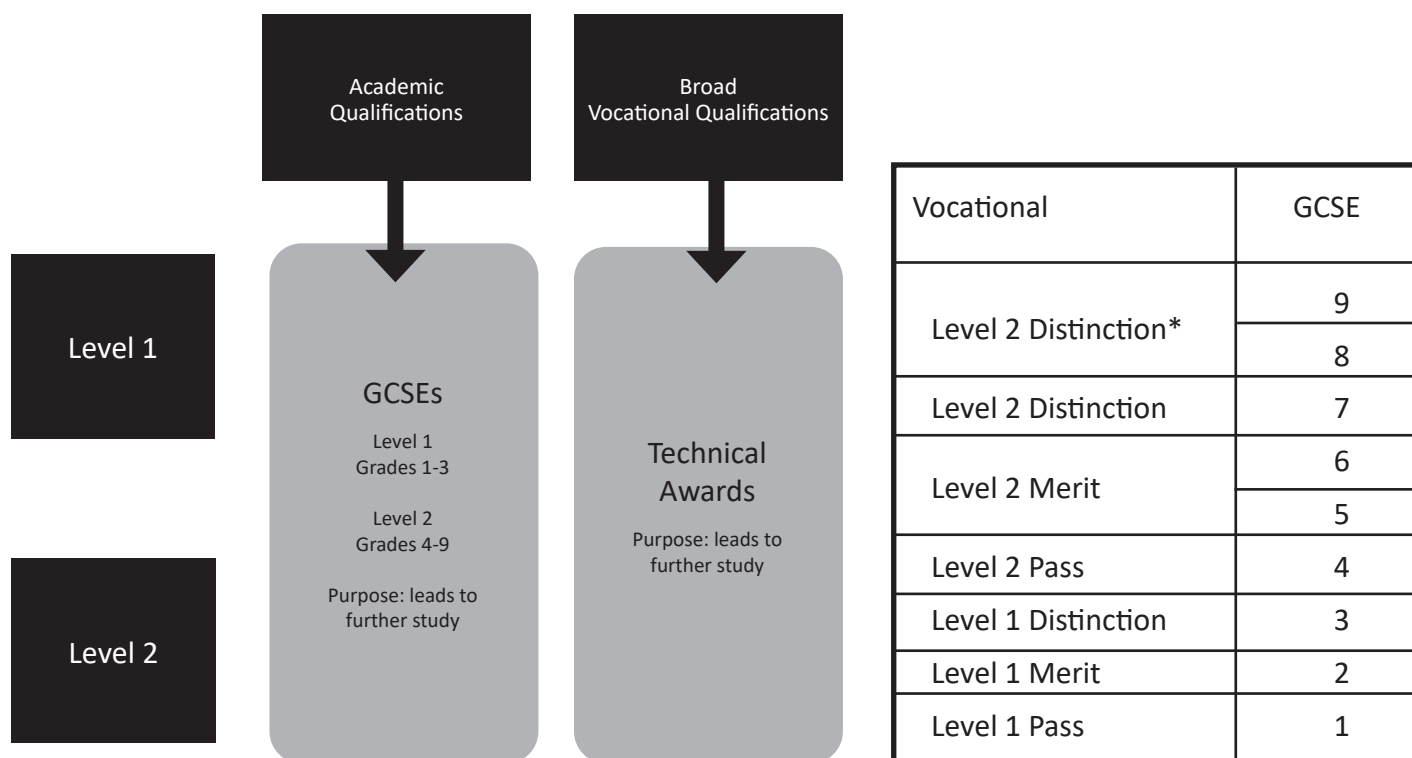
Since 2011 a revolution has taken place in technical and vocational education to ensure young people have the right talent and skills for the world of work.

What you need to know

- Level 1/2 Vocational Awards are approved vocational qualifications, which are equivalent to their academic GCSEs
- Vocational qualifications are more practical and directly related to a specific job or career path.

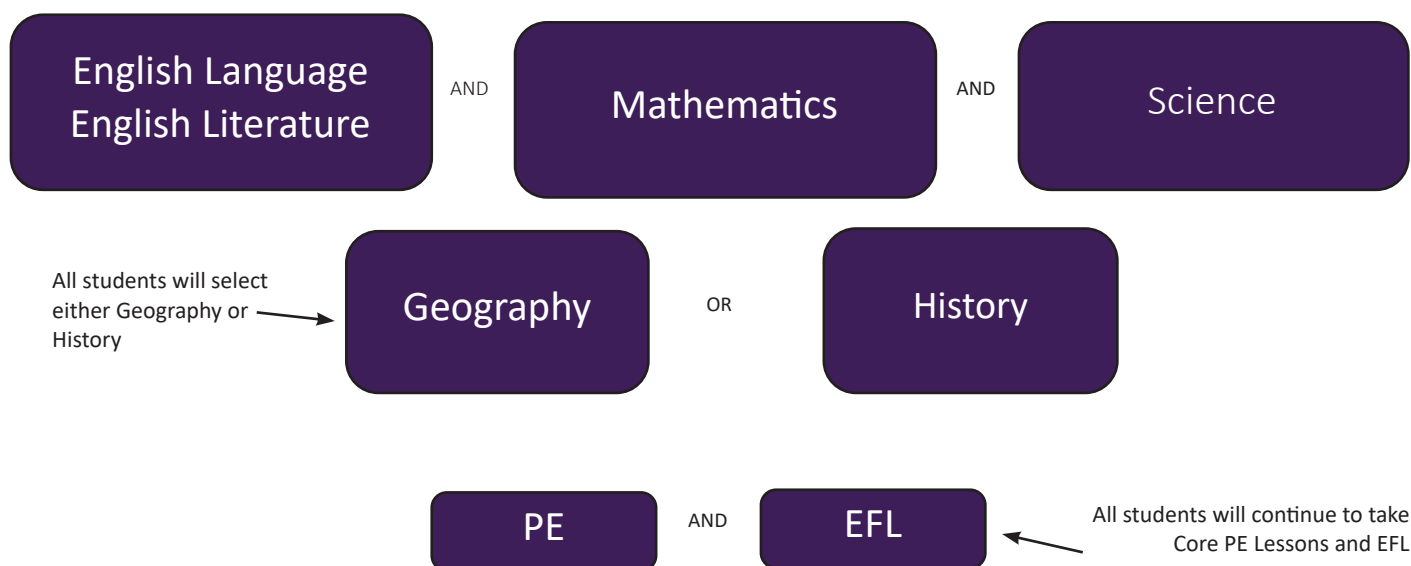
Vocational qualifications develop students' knowledge and understanding of an industry sector and provide them with opportunities to develop associated practical skills required for entry into that career.

Guide to qualifications categories and work-based learning:



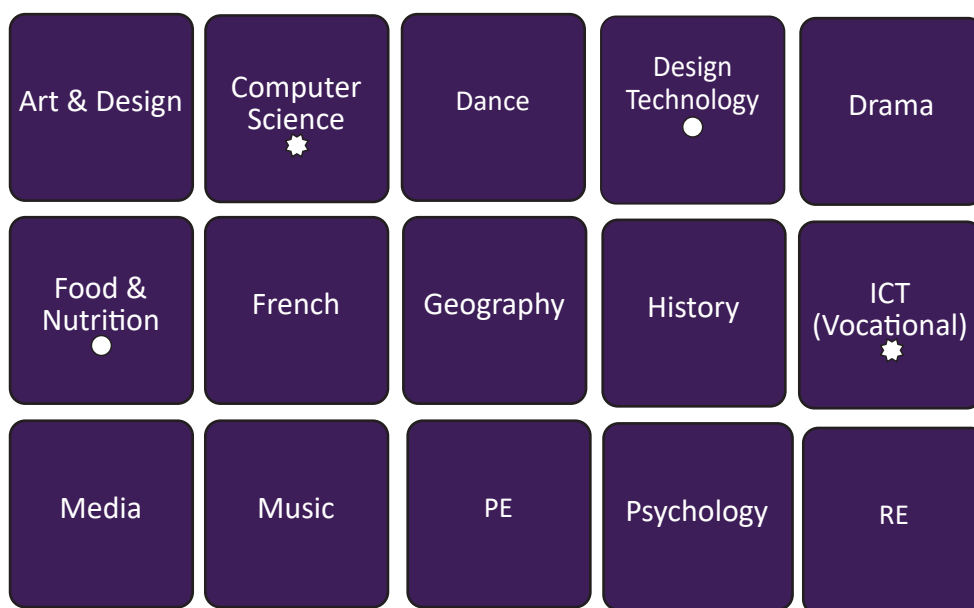


GCSE Pathway Choices



Your child will study additional subjects from this list below.

We highly recommend that students select French as one of their 3 pathways choices.



Students will select three subjects from this list. They will be asked to rank order these choices.

In addition, all students will need to select one reserve option.

We will always try to accommodate students' first choices, however in the event of an oversubscribed course some students may have to take their reserve choice. For this reason it is important to consider this reserve choice carefully.

To ensure a broad and balanced curriculum –

- Students can only select ONE Technology subject
- ☆ Students can only select ICT OR Computer Science

Core Pathways



English Language GCSE

The English GCSE assesses three main areas -

- Reading analysis skills of unseen texts
- Creative Writing skills using a prompt
- Presentation and oracy skills on a topic of their choice



These skills are assessed through two different papers at the end of year 11 and one presentation that will be filmed in class in year 9.

Unlike other subjects, there is no option for higher or foundation and all students will sit the same paper.

Traditionally, this is the English GCSE that students are asked to get a 4 or above in to avoid retaking, though some colleges are accepting Literature grades instead.

Paper 1 - Fiction	Paper 2 - Nonfiction	Spoken Language Presentation
English Language Paper 1 is based on creative writing or fiction. For the first 50% of the paper, students are given an unseen extract of a story and then have 4 questions to answer on this. For the second 50% of the paper, students are given a prompt and are asked to write a description or a story based on this prompt.	English Language Paper 2 provides students with two nonfiction texts. Like paper 1, the first 50% of the paper is answering questions on these texts, but with a focus on comparison and techniques within it. The second 50% of the paper asks students to write a letter, article, speech, essay or the content of a leaflet based on a prompt topic.	The third part of the GCSE is a compulsory component but does not contribute to the overall GCSE grade. There is a spoken presentation where students will be awarded Pass, Merit or Distinction by their teacher based on their creation and delivery of a speech on a topic of their choice. This element will be completed during year 9.

The KS3 syllabus has already been preparing students for some of the creative writing aspects of the course. As students embark on KS4 in year 9 and beyond, there will be more of a focus on analysis of texts and unpicking of author's choices as well as continuing to develop these writing skills.

Below is a structure of how analysis is prompted -

WHO?	<u>Who?</u> Who is the author of the text?
WHAT?	<u>What</u> has the writer done? What technique have they used? What is your initial answer to the question?
WHERE?	<u>Where</u> is your evidence for in the text? Find a quote and copy it exactly.
HOW?	<u>How</u> does this quote answer the initial question? How do the words / techniques within it support that?
WHY?	<u>Why?</u> Why do you think the author did this? What was s/he trying to make the reader questions, understand, imagine or feel?

Across the KS4 programme, students will be expected to complete a range of mini assessments and practice exams to prepare them for their GCSE.



English Literature GCSE

The English Literature GCSE assesses three main areas -


- 19th Century and 'Modern' Literature
- A Shakespearean Play
- Poetry

These topics are all examined in two papers at the end of year 11.



The only 'unseen' element in the English Literature GCSE is a poetry question. All other Literature will be studied in class before the exams take place. Students will not have access to the texts or notes into the exam, except from short extracts provided, so lots of the study of Literature is based on learning quotes from the various texts.

Like English Language, there is no option for higher or foundation and all students will sit the same paper.

Paper 1 - 19th Century Literature and Shakespeare	Paper 2 (A) - Modern Literature	Paper 2 (B) - Poetry
<p>Students will be studying the play 'Macbeth' in year 10.</p> <p>They will be given an extract of the play and asked to write an essay analysing this section, as well as making reference and quotes to the play as a whole.</p> <p>Students will be studying 'Dr Jekyll & Mr Hyde' for their 19th C Literature. As with Macbeth, they are given an extract of the text as a starting point for their question but they must remember quotes from the rest of the book to link this to the question to analyse.</p>	<p>The modern literature is 'An Inspector Calls'. This is the only question where students will be given an option of which question to answer, although there are no supporting extracts to assist them.</p> 	<p>Students will be provided with an anthology of 15 poems. We will be studying the 'Love and Relationships' cluster.</p> <p>In the exam, students will be given one poem and asked to compare it to another poem from the 15 studied, using quotes they have remembered.</p> <p>Students will also be given an 'Unseen Poem' that is not taught in class and asked to analyse, then compare it.</p>



In year 9, students will be looking to build on their existing analysis skills and develop their ability to craft an essay, exploring key quotes and their effect. All of the GCSE Literature texts will be studied in years 10 and 11.

Across KS4, students will be expected to complete a range of mini assessments and mocks to prepare them for the GCSE and track their progress distinctly from Language.



Mathematics GCSE



Students will:

- develop skills in number, algebra, geometry, statistics, ratio and proportion
- use and apply mathematics in practical tasks and in real life problems
- develop mental arithmetic skills
- use calculators appropriately and efficiently
- be equipped to cope with the numeracy demands of everyday life and future work situations
- develop their confidence and enjoyment of the subject
- work both independently and co-operatively

Assessment

Assessment is by examination. Currently, candidates sit three exam papers within their tier of entry which make up 100% of the examination. Students will sit one non-calculator paper & two calculator papers, each paper lasting 1.5 hours.

Within the examination there are two overlapping tiers:

Foundation GCSE grades 5 - 1

Higher GCSE grades 9 - 4

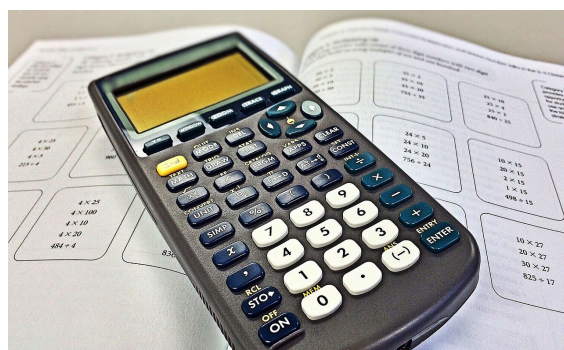
At the end of year 11, students will require a minimum of Grade 4 to progress with further study at college.



Both tiers cover the same five topics: Number; Algebra; Ratio, Proportion & Rates of Change; Geometry & Measures; and Statistics & Probability.

Year 9

In Year 9, students will begin the GCSE curriculum in mixed ability groups, building on the skills and knowledge built up over KS3. All students will become fluent in the fundamental skills of Maths, developing their mathematical reasoning and problem solving skills as they progress through the course. Students will be continually assessed against the GCSE grade criteria through topic mini-assessments, teacher evaluation and a practice exam paper in the Summer term.



Year 10 & 11

From Year 10, students will be broadly banded based on both their performance in Year 9 practice exam and the professional judgements of their teachers. Students will follow either the foundation or higher GCSE curriculum, and will continue to be assessed against the GCSE grade criteria through topic mini-assessments, teacher evaluation, and year 10 and 11 practice exams. The tier bands that the students will study can be fluid and flexible throughout year 10 and 11, with movement between the two when necessary. Final decisions about tiering for the GCSE Mathematics papers will not take place until the Spring term of Year 11.



Science GCSE

The objective of the GCSE science courses is to prepare students for their future endeavours. Whether this is for higher education, careers or simply to access, understand and enjoy the natural world around them as they encounter it in their lifetime.

GCSE students will:

- Build upon the fundamental concepts and skills that have been studied and refined during KS3
- Acquire a breadth of scientific knowledge
- Develop abilities and skills that are relevant to the study, practice and application of science, which are useful in everyday life
- Develop an understanding of the nature of scientific ideas and claims including an appreciation of the development and acceptance of new scientific theory

Students will be completing a GCSE programme which will be assessed externally at the end of the course on a range of concepts from Biology, Chemistry and Physics. Students will also be required to have knowledge of key practical techniques and to apply simple mathematical techniques. These will be assessed through the examination.



At the end of Year 9, students will be selected to either follow the Combined Science or Separate Science course.

Combined -

This is a double award, which will result in students being awarded two science grades.



Students will be examined on a range of concepts from Biology, Chemistry and Physics. They will sit six examinations, two Biology, two Chemistry and two Physics.

Each examination is worth a total of 70 marks and will last 75 minutes and each will account for 16.7% of the overall GCSE grade.

Separate Science

Students will be awarded a grade for each of the Separate Sciences.

For each GCSE, students will be examined on a range of concepts from Biology, Chemistry or Physics. They will sit two examinations for each Science, each worth a total of 100 marks and lasting 105 minutes. Each examination will account for 50% of the overall GCSE grade for each Science.





Core PE

All students in Key Stage 4 will continue to receive TWO hours of high quality practical Physical Education a fortnight with the curriculum varying depending on the student's respective year group and option choices.

Non-examination PE: Students who have not opted to study an examination course within PE will still reap the benefits of the subject. However, a greater emphasis is placed upon active participation, developing a sound knowledge of how to follow an active & healthy lifestyle, whilst trying to enhance the skills to engage and sustain a life-long love of physical activity. This is achieved through a board and balanced PE curriculum which still covers a breadth of different activities with the potential for students to follow a specific pathway when they reach Year 10 & Year 11. These pathways are designed to allow students to take ownership of their PE curriculum where they can select a route of activities that they find most enjoyable and rewarding. During year 9, students continue to explore the three pillars of PE in greater depth.

Examples from the KS4 Core PE Pathways; (year 10 & 11)

Games	Lifestyle	Modern Fitness
Football	Badminton & Table Tennis	BodyPump
Netball	Ultimate Frisbee	Boxercise
Basketball	Volleyball	Couch to 5K
Ball Striking (Golf, Rounders, Cricket)	Ball Striking (Golf, Rounders Cricket)	Ball Striking (Golf, Rounders, Cricket)

Extra-Curricular Sport & Opportunities:

We have established an exceptional array of extra-curricular opportunities and enrichment on offer within the PE department. We would strongly recommend that all students participate in at least ONE extra-curricular sports club each week to reap the benefits school sport and physical activity can provide.

In addition to the standard clubs that are on offer each week, there are also opportunities for students in Key Stage 4 to take part in:

- Leadership in Sport
- Sporting Officiating - opportunities to officiate/referee/umpire KS3 sports matches
- Sports fixtures, cups and local leagues
- Educational and Enrichment sporting opportunities





Education For Life

At Deer Park we not only value academic achievement but also place a huge value on the 'whole child.' We want to ensure that students leave school prepared for the wider world with an understanding of who they are and their role as an active global citizen.

Education for Life is a specifically designed course that allows for this to take place. Within the course students will explore three main themes and topics relevant to them as individuals. The course will be based around the 3 main themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World



Intrinsic to the course will be students identifying and enquiring into who they are and their own beliefs. Students will also have units on health, with a specific focus on mental health and how to stay safe. In addition, the course provides students with practical tools for life, focussing on money management and sexual health. Students will also study basic first aid.

The course incorporates the government Relationship and Sex Education (RSE) guidance and the content of this is taught within Education for Life.

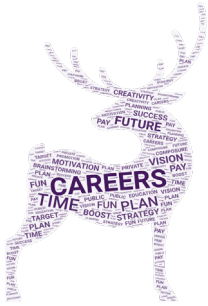
A study of different religious beliefs and teachings is incorporated into a number of topics in Year 9 in order to provide students who do not study the Religious Studies GCSE with their statutory Religious Education provision. There is no exam at the end of the course. Students are however regularly assessed using a variety of methods on the work that they complete throughout the three years.



	Health and Wellbeing	Relationships	Living in the wider world
Year 9	Peer influence, substance use & gangs Healthy lifestyles	Respectful relationships Intimate relationships	Employability skills, community & careers Global concerns & religion in the modern world
Year 10	Mental Health & wellbeing Exploring influence	Family Matters Human Rights	Financial decision making Work experience & careers
Year 11	Building for the future Independence	Communication in relationships Life after Deer Park	Democracy, citizenship and human rights



Careers Education and Guidance



Careers Education and Guidance is delivered in different ways across the curriculum: Education for Life programme; Student Learning Reviews (SLRs), and whole Year Group activities and events.

Year 7

- Students examine different jobs and what they entail through discussion, role play and creative thinking in Education for Life

Year 8

- Careers fair meeting real employers and finding out about the world of work
- In Education for Life lessons students use decision making models, and on-line resources to investigate strengths, qualities and skills to help with option choices and future career choices

Year 9

- Careers fair meeting real employers and finding out about the world of work
- Students complete a module in Education for Life lessons on 'Employability Skills, Community and careers'
- Students will take part in a work skills day that requires students to develop future skills, work in a team and to a deadline



Year 10 & 11

Students will have the opportunity to participate in:

- Careers Module in Education for Life on work experience and careers which will include CV's, applications and interviews
- Post-16 options
- Deer Park Secondary Careers Fair with presentations from the local colleges and a selection of Training Providers
- Presentations from local colleges within assemblies
- College open evenings advertised
- Some students will get the opportunity to visit a Higher Education fair at a local college
- Practice interviews

Careers information will also be available on our Deer Park website.

Personalised Learning Pathways



Art & Design GCSE

Whilst studying for the GCSE Art and Design course students work on themed projects that are designed to allow them to choose the direction of their own work. Students are taught the skills that are needed to make a success of their work. Drawing from real life is a key skill and often forms the starting point of a new project. This can then lead into art or photography work, produced in any form; drawing, painting, clay work, printing, sculpture, batik, computer based art and photography are all available to GCSE students.

Throughout the course students learn about the work of modern and contemporary artists as well as being offered the opportunity to visit an art gallery.

Throughout the course students will work towards four assessment objectives;

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

Year 9

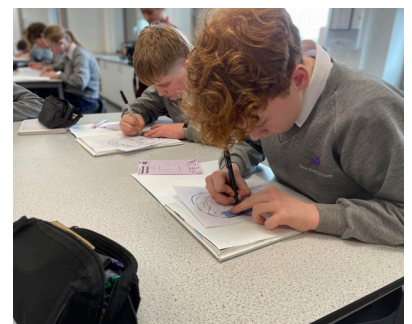
Is an opportunity for students to try out and experiment with a wide range of materials and techniques, mastering skills and developing confidence within a personal approach. There is an examination in Year 9 and students are assessed via three projects.

Year 10

Students are encouraged to try out a range of different approaches to making Art work in. Year 10 students sit a practice 5 hour practical exam; the work produced then forms the basis of a coursework unit.

Year 11

Be able to develop a more individual direction as they progress into Year 11. Students learn how to plan and research their own art work. Before the final assessment students will continue to work on their component 1 and the Non-exam assessment (NEA) portfolio as well as sitting a practice Component 2 assignment



Assessment

Component 1: Non-Exam Assessment (NEA) Portfolio (96 marks, 60% of the GCSE)

A portfolio that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the students course of study.

Component 2: Externally set assignment (preparatory period followed by 10 hours of exam supervised time, 96 marks worth 40% of the GCSE)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.



Computer Science GCSE

GCSE Computer Science allows students to develop a set of computational thinking skills that enable them to understand how computer systems work, and design, implement and analyse algorithms for solving problems. Learning to program is a core component of a computer science course and students will become competent at designing, reading, writing and debugging programs.

They will learn how to apply their skills to solve real problems, produce robust programs and how different types of data are represented in a computer. Students will become familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds. Students will understand the key principles behind the organisation and of computer networks and become aware of the influence of computing technology and recognise that computing has an impact on nearly every aspect of the world in which they live.

Objectives

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
 - analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
 - think creatively, innovatively, analytically, logically and critically
 - understand the components that make up digital systems and how they communicate with one another and with other systems
 - understand the impact of digital technology on wider society, including issues of privacy and cybersecurity
 - apply mathematical skills relevant to computer science
- Subject Knowledge

GCSE Computer Science will enhance your knowledge and understanding of:

- Computational Thinking
- Data
- Computers
- Networks
- Issues and Impact of Technology

GCSE Computer Science consists of two externally-examined assessment pieces, each worth 50% of the qualification.

Component 1 (50%): Principles of Computer Science - An externally-examined paper assessing knowledge and understanding of Computational Thinking, Data, Computers, Networks and the Issues and Impact of Technology.

Component 2 (50%): Application of Computational Thinking - An externally-examined practical programming.

Careers

- Game or App Developer
- Web Developer
- Software Developer
- Robotics Engineer
- Hardware Engineer
- Network Administrator
- Systems Analyst
- Cyber Security Analyst





Dance GCSE



Dance GCSE is ideal for enthusiastic and committed dancers who enjoy performing but also analysing and writing about Dance. Students have 1 theory lesson & 4 practical lessons over a fortnight. Students will also be expected to spend time out of normal lesson times rehearsing and to attend workshops, showcases and trips.

Students will:

- Work on extending their movement vocabulary through technique and improvisation classes
- Learn the basics of dance composition - in both solo and group work
- Learn to analyse and evaluate dance by watching videos and live performances from a variety of dance genres
- Have opportunities to perform to a variety of audiences
- Study an anthology of 6 professional dance works and be able to discuss elements of performance, choreography and safe dance practice

Year 9

This year will allow students to achieve a strong understanding of all of the elements of GCSE Dance.

Students will study:

- Physical skills
- Expressive skills
- Technical dance skills
- Group choreographic skills
- Professional dance analysis and appreciation
- Historical and cultural influences in dance

Year 10

This year will give students the opportunity to present the skills and knowledge they have developed in year 9 through the 2 components of the GCSE course.

Students will study:

- Component 1 - Performance and Choreography
Performance (30%) = Set phrase through a solo performance and a duet/trio performance
Choreography (30%) = Solo/Group Choreography
- Component 2 - Dance appreciation
Written examination (40%)

Year 11

This final year will transfer all of the knowledge gained in year 9 and 10 into the final GCSE coursework and examinations.

Students will study:

- Component 1 - Performance and Choreography (60%) Internally and externally moderated
- Component 2 - Dance Appreciation (40%) written exam paper



Students will be expected to dance in bare feet, tie back long hair, take off jewellery and wear appropriate dance clothing:

Girls -black leotard, tights/black sports leggings/dance trousers, black round necked T- shirt or vests with thick straps.

Boys - black round necked T shirt, black tracksuit trousers or shorts.

Deer Park Dance Dance Kit will be available to purchase in the Summer term ready for September from SkoolKit



Design and Technology GCSE

Design and Technology provides students with the skills that colleges, universities and future employers seek from applicants in the UK and the rest of the world.

In Design technology you will:

- Solve problems with creative and innovative strategies
 - Be logical and pragmatic, interested in the process necessary for an idea/concept to become a product
 - Be conscious of global social, cultural and environmental issues in relation to Design and Technology
 - Develop attention to detail, numeracy and high levels of computer literacy
 - Become effective communicators, capable of team working and able to take on responsibility
- By shaping the objects, interactions and environments we live around and within, design literally changes the world. Humans use technology to travel, to communicate, to learn, to do business and to live in comfort.

Students need to be aware that although this is a practical subject there is an equal amount of written work and they will also be expected to undertake individual research and investigation as well as regular self-study. Students may need to provide some of their own materials for the course.

Year 9

In year 9 students will be taught the skills and knowledge to prepare them for the GCSE syllabus. Students will get the opportunity to develop their knowledge and skills in woods, plastics, metals, textiles, CAD/CAM and graphic communication. In addition they will learn about sustainability principles and the social, moral and cultural factors involved in design and manufacture.

Year 10 and 11 students will:

- Design and make projects to improve practical skills
- Take part in detailed theory lessons to further their understanding of the core knowledge and specialist material knowledge
- Attain specialist skills in the chosen material of timbers and the use of CAD/CAM

Assessment

Exam (50%)

The first section of the exam will be based on core knowledge, which includes knowledge on all material areas. The second section of the exam will ask questions about timbers only.

Note: Maths based questions make up 15% of the exam & are linked to real D&T situations. The Maths content is equivalent to high end of KS3 content.

Non-Examination Assessment (NEA) (50%)

This will be one final made prototype based on a design brief they develop in response to a contextual challenge set by the examination board. This starts in June of Year 10.



NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject. Either Design and Technology OR Food Preparation and Nutrition.



Drama GCSE

The Drama course provides opportunities for students to understand and create drama as a practical art form. They develop a range of theatrical skills and work collaboratively to generate and communicate ideas and meanings through drama informed artistic choices.

The students will be engaging in learning skills beyond performance, focusing on all aspects of Drama. These skills range from the ability to communicate and work collaboratively, to studying technical elements in a performance such as lighting and sound. Throughout the course, students will learn how to reflect on their progress and analyse theatre. Students also study various theatre practitioners during the course. This not only allows them to learn about the history of acting and theatre but also supports their understanding of how to develop and shape their own work. Unlike KS3 Drama, the GCSE requires written work and analysis. We will start this in Year 9 as a foundation year and build on the skills and knowledge required to succeed in this subject, beyond the performances on stage.

Students are expected to attend a theatre visit each year, and pupils are expected to attend lunchtime and after school rehearsals, as directed by their teacher.



Devising Drama 30% of GCSE	Presenting and Performing Texts 30% of GCSE	Performance and Response 40% of GCSE
<p>The aim of this component is to explore a given stimulus item through practical exploration and create a piece of devised drama. Learners will explore and develop their understanding of how to use the devising process to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work. Pupils can choose to be a designer instead of a performer if this is something that interests them. Learners will complete a portfolio of evidence during the devising process, a final performance of their drama and write an evaluation of their own work. Learners will explore a stimulus provided by OCR on the stimulus paper.</p>	<p>This component provides an opportunity for learners to be taught theatrical skills and then be assessed on what they have learnt in a practical way. Learners apply their presentation and performance skills through realising two key extracts from one centre chosen text. Learners will explore the context of the whole text considering how the social, cultural and historical aspects of the text might have an impact on their realisation. Learners will complete a concept pro forma describing their research on the text and their artistic intention for the performance.</p>	<p>For this component, learners need to demonstrate knowledge and understanding of how drama is developed, performed and responded to. Learners must also be able to reflect on and evaluate the work of others. This component is designed for learners to explore practically and in depth both a whole performance text and the development of drama and performance. They are then assessed on the knowledge, understanding and skills they have learnt. The component has two sections: The study of a performance text and the development of drama and performance in Section A and an evaluation of the work of others in Section B.</p>
<p>The overall mark is out of 60. 20 marks- Performance 40 marks- Portfolio</p>	<p>The overall mark is out of 60. 40 marks- Performance 20 marks- Concept pro forma</p>	<p>The overall mark is out of 80. 1hr 30 minute written examination.</p>



Food Preparation & Nutrition GCSE

Year 9 and 10

During year 9 and 10 the GCSE course content, along with a range of practical skills, are taught to students. The course is structured to embed a range of technical skills within the theoretical aspects of the syllabus. Through a series of modules, students will learn the principles of nutrition, whilst acquiring an understanding of hygiene and safety, food science, the functional properties of different ingredients, food provenance and industrial production methods.

Subject knowledge is assessed through mini projects, exam questions and self-study tasks. Practical and making skills are also assessed throughout the course.

Year 11

During year 11, students will complete two Non-Examination Assessment tasks (NEA). The assessment of the NEA tasks equates to 50% of the final GCSE grade. Students will begin the first of these tasks in September of year 11. Following the completion of the second NEA task students will review and revise the content of the syllabus in preparation for their final written examination.

Practical work

- Students are expected to take part in all practical activities including the tasting and testing of a variety of different food products
- Students will be expected to provide their own ingredients for practical work and to come fully equipped to every lesson with basic classroom equipment
- During the course, students will be assessed on their technical skills and will complete practise practical exams in preparation for the assessed practical task in year 11



Non-Examination Assessment (NEA)

Non-Examination Assessment forms 50% of the final GCSE grade. The NEA consists of two projects, the first is entitled 'Food Investigation' (15%) and the second, 'Food Preparation' (35%).

During the 'Food Investigation' task students will explore the functional properties of a particular ingredient through practical investigation and produce a written report to record the findings of their investigation.

The 'Food Preparation' task includes a three hour practical exam. Students will present a portfolio of research, investigation and planning work in response to a given task, as well as photographic evidence of their technical skills. During the final practical exam students will cook and present a three dish menu.

Written Examination

The remaining 50% of assessment will be in the form of a 1 hour 45 minute written examination paper. Students will sit the exam at the end of year 11.



Additional Information

Students need to be aware that although this is a practical based subject there is an equal amount of written work and individual research involved.

The three year course is planned in modular form to cover all areas of study and each unit will be assessed.

NB. Owing to the amount of NEA, students are only permitted to choose ONE technology subject.



French GCSE

Learning to understand and speak another language not only gives you the ability to learn and understand about other cultures but can also build your communication, interpersonal and public speaking skills. It can also provide a competitive edge in university places and career prospects. Learning a language is not always easy but everyone can succeed and it pushes us out of our comfort zone to gain the confidence needed for the adult world.

Students complete the GCSE course over 3 years and will:

- Develop the ability to understand and respond to spoken language (listening)
- Develop the ability to communicate in group and pair situations (speaking)
- Develop the ability to read, understand and respond to written language (reading)
- Develop the ability to communicate in writing
- Use dictionaries, language software and digital recording tools
- Use online learning language tools
- Work both independently and co-operatively

The GCSE course will include the following themes:

- My personal world
- Lifestyle and Wellbeing
- My neighbourhood
- Media and Technology
- Studying and my future
- Travel and Tourism



Lessons are taught using a grammar and skills approach to ensure students have a strong linguistic foundation; transferable structures and key language underpins each topic.

Extensive support is given to all students to ensure that they can confidently build their language skills over the three years.

Assessment

There are 4 exams (Listening, Reading, Speaking & Writing), each worth 25% of the final grade.

The Listening exam: Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation

The Reading exam: Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English

The Speaking exam :a) A Read Aloud passage and 2 unprepared questions b) Role Play in a Transactional setting c) Picture description and a follow on conversation

The Writing Exam: a) Picture task (Foundation tier only) b) Two writing responses b) Translation into French

Within the examination there are two overlapping tiers:

Foundation awards grades 1- 5

Higher awards grades 5-9

The tier that students will be entered for will be determined after the practice examinations.

Students will be expected to undertake regular grammar self-study and weekly vocabulary learning to support the depth of the MFL GCSE content. Students need to be ready for a challenge, be motivated.



Geography GCSE

Geography encourages passionate globally aware citizens. Studying Geography GCSE will give students a critical insight into our developing and adapting planet.

Set over three years, the Geography GCSE allows students to travel the world from the classroom, exploring case studies from the United Kingdom, and around the globe. Topics of study include climate change, the growing development gap, global shifts in economic power and the challenge of sustainable resource use.

Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Fieldwork is an intrinsic part of the course and students will carry out two geographical enquires in contrasting environments to show an understanding of both physical and human geography. A further strength of the course are the skills that students will master such as statistical analysis, resources interpretation, empathy and decision making.

Deer Park School follows the AQA GCSE course, which covers the following geographical themes:

Year 9

- Urban issues and challenges
- The challenge of natural hazards
- Physical landscapes in the UK - Rivers

Year 10

- The living world
- Physical landscapes in the UK - Coasts
- Fieldwork Enquiry

Year 11

- The changing economic world
- The challenge of resource management



There are 3 external examinations to be completed at the end of year 11.

Paper 1: Living with the physical environment. This is a 1 hour 30 minute written exam, which assesses students' knowledge and understanding of the challenge of natural hazards; physical landscapes in the UK and the living world. This exam is worth 35% of the GCSE.

Paper 2: Challenges in the human environment. This is a 1 hour 30 minute written exam, which assesses students' knowledge and understanding of urban issues and challenges, the changing economic world and the challenge of resource management. This exam is worth 35% of the GCSE.

Paper 3: Geographical Applications. This is a 1 hour 15 minute written exam, which assesses students' application of geographical skills and fieldwork techniques.

Pre-release resources will be made available from 12 weeks before the exam to allow students preparation time. This exam is worth 30% of the GCSE.



History GCSE

This course runs over three years and students study a variety of topics to enrich their understanding and study of the history curriculum and develop their knowledge from Key Stage 3.

History at Key Stage 4 is taught in an innovative way using a variety of teaching and learning techniques to enable students to develop transferable skills to answer key historical questions. These skills are also vital beyond the classroom and will enhance students' interpersonal communication skills and ability to critically assess and explain.

The GCSE History Exam

Students will be required to complete 4 units in total. These units will be assessed in two external exam papers at the end of Year 11.

Paper One – Understanding the modern world (50% of the final GCSE grade)

Section A - Germany: Democracy & Dictatorship 1890 - 1945 (25% of the final GCSE grade)

Students will be required to complete 2 pieces of internally assessed work based on the course of their period study.



Section B - Conflict and Tension 1918 – 1939 (25% of the final GCSE grade)

Students will be required to produce two pieces of internally assessed work based on the First World War and the Inter-war years, including the causes of The Second World War.

Paper Two – Shaping the Nation (50% of the final GCSE grade)

Section A – Britain: Health and the People (25% of the final GCSE grade)

Students will be required to complete two pieces of internally assessed work based on the development of medicine and public health in Britain from 1000AD to the present day.



Section B – Norman England c1066 - c1100 (25% of the final GCSE grade)

This unit includes a study of History Around Us – a source based exercise based on how local Norman history has been shaped. Students will be required to complete 2 pieces of internally assessed work based on the Norman Conquest and its legacy.



ICT - OCR National

This qualification is designed to teach and assess ICT skills through their practical use. It aims to provide students with essential knowledge, skills and tools to enhance both their learning at school and their employability once they have left school.

The course will encourage students to:

- Understand and apply the fundamental principles and concepts of IT, including the use of IT in the digital world, internet of everything, data manipulation and augmented reality
- Understand, apply and use IT appropriately and effectively for the purpose and audience
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Plan, design, create, test and evaluate/review IT solutions and products which are fit for purpose and meeting user/client requirements
- Apply design and Human Computer Interface (HCI) considerations appropriate for a defined audience
- Understand the impacts of digital technologies on the individual, organisation and wider society.

Students will also be provided with the opportunity to develop transferable skills such as researching, planning, reviewing, working with others and communication. Skills that are relevant in both the IT sector and the wider world.

Assessment

The students will study 3 units over the duration of the course.

These are made from:

- Externally-examined unit worth 40% of the final overall grade
- Non Examined Assessment units worth 60% of the final overall grade

The one externally assessed mandatory unit consists of:

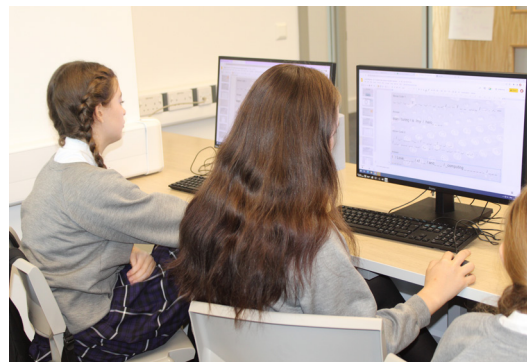
- R050 - IT in the digital world (written exam based assessment)

The two Non Examined Assessment units consist of:

- R060 - Data manipulation using spreadsheets
- R070 - Using Augmented Reality to present information

Additional Information - All results are awarded on the following scale:

Level	Qualfiction Grade	GCSE Grade equivalent	Deer Park Step
Level 2	Distinction*	8/9	30
	Distinction	7	27
	Merit	5/6	25
	Pass	4	20
Level 1	Distinction	3	16
	Merit	2	12
	Pass	1	9





Media Studies GCSE

Students complete a Core Skills unit in Year 9 where they gain an understanding of the theoretical framework in Media Studies - Media Language (forms and conventions), Representation, Industry and Audience. Students will look at a range of different media for analysis (moving image, print, web and radio).

The second and third year continues with the GCSE syllabus. This covers a range of different types of media and allows students to study particular genres in detail.

In particular students will:

- Research different issues and industries surrounding the media
- Develop a critical understanding of different media forms and specialist language to analyse them
- Develop an understanding of how media texts are constructed to suit specific audiences
- Investigate the impact of the media on society
- Develop an understanding of how the media represents people, culture and issues
- Create media products in draft and using software
- Develop an understanding of how the media is used to promote products

Examination – 70%

Two written exams will be completed in the summer of Year 11 worth a combined total of 70% of the final grade. The exam incorporates longer written responses in an essay format.

Non-Exam Assessment – 30%

The coursework will be a creative task based on a brief released by the exam board in the summer of Year 10. It will showcase students' ability to plan and create a media product independently. Students will be expected to take their own photography for this project outside of lesson time.



Media Studies will be selected from the following:

- Moving Image
- Advertising and Marketing
- Radio
- Print
- Web-based Media
- Promotion of Music
- News Broadcasting
- Social and Interactive Media



Music GCSE

The Music pathway lasts for 3 years, and gives students a chance to develop the skills they have been working on throughout KS3. The GCSE is split into 3 areas; Performing (30%), Composing (30%) and a Listening exam (40%).

The course is based around the four areas of study:

- Western Classical Tradition 1650-1910
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910



AIMS

- Develop performing skills both as a soloist and in an ensemble (group)
- Develop composing skills individually and in groups for specific occasions and purposes
- Explore a range of musical styles from Beethoven to the Beatles and beyond
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop awareness of music technologies and their use in creating music - including software such as Logic, Sibelius and Garageband
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development
- Prepare students to progress further to AS/A2 level studies in Music or Music Technology

Performance (30%)

• Solo performance (15%)

Playing on their instrument or voice with an accompaniment or backing track OR using music technology to record a solo piece. Students submit one solo piece.

• Ensemble Performance (15%)

Playing in a group OR using music technology to record using multi-track techniques, 3 parts of which must be played by the student.

Composing (30%)

Using music studied as a guide, students will compose music in a range of styles, which will be internally assessed. For GCSE, students submit two compositions, one must be in response to an externally set brief and the other is a free composition.

Listening and Appraising (40%)

Students gain an appreciation of a wide range of music and musical styles. For GCSE a 1½ hour written paper is based on a combination of set works and unfamiliar music associated with areas of music studied throughout the course. Students should be proficient in their musical performance skills and should already be at least Grade 1 standard in singing or on their respective musical instrument.

Students will need to be in the habit of practising regularly on their chosen instrument or voice to ensure best possible performances. In Year 9, students will work towards Grade 1-3 (or above) theory exam depending on previous experience.





Physical Education GCSE

When students reach Year 9, they have the opportunity to join an examination PE course, where they will begin to study Physical Education in both a practical and theoretical capacity.

This will involve classroom theory lessons and practical lessons over a fortnight. A much greater proportion of time is now spent studying, writing and learning about the science of sport and its impacts on performance. It is therefore important that students are prepared to work hard academically in classroom lessons, as well as continue a high standard of participation outside of school if on the GCSE pathway.

Throughout Year 9, students will study;

- How to advance their performance in a range of Sporting disciplines
- Develop their technical, tactical and strategic knowledge in a range of sporting disciplines
- Examine how the physiology and anatomy of the human body impacts performance in sport
- Analyse the effects sport & physical activity can have on the physical, emotional and social health of an individual
- Principles of training & components of fitness

It is expected that during KS3 students have participated in school teams, extra-curricular clubs, and have a good PE kit track record. Those already performing at a high level outside of school will benefit greatly.

Assessments: The GCSE PE course allocates 40% of the qualification to practical skills in three different sports and a written analysis of performance, therefore those already performing in sports outside of school greatly benefit from doing so. The examination aspect is split into two papers, and is worth 60% of the qualification. Regular in class tests will occur to monitor students progress alongside self study.



Paper 1- The human body and movement in physical activity and sport	Paper 2 - Socio-cultural influences and well-being in physical activity and sport	Non Exam Assessment (40%)
Applied anatomy and physiology Movement analysis Physical training Use of data	Sport Psychology Socio-influences Health, fitness and well-being Use of data	Highly-competent performances across THREE different sports to include both a team sport & individual sport (30%) ONE word processed assessment via an analysis & evaluation of your own sporting performance in one activity (10%)



Psychology GCSE

Why Study Psychology at Deer Park?

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

If you are a student that wants to learn about individual human behaviour this could be the course for you!

The AQA course is 100% exam consisting of two papers sat at the end of Year 11:

Paper 1 - Cognition and Behaviour

This accounts for 50 % of the overall GCSE grade.

- Introduction to Psychology
- Memory - processes of memory, structures of memory, memory as an active process
- Perception - sensation and perception, visual illusions
- Development - early brain development, development of intelligence, effects of learning on development.
- Research Methods - sampling methods, designing research, correlation, researching procedures, planning and conducting research, ethical considerations

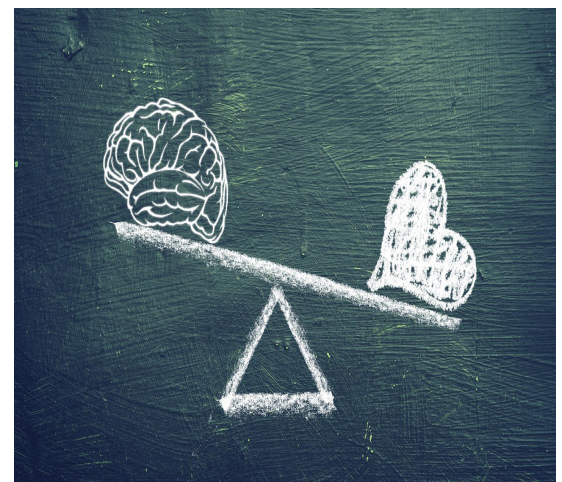
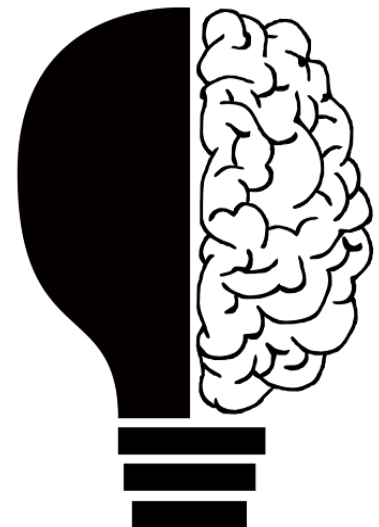
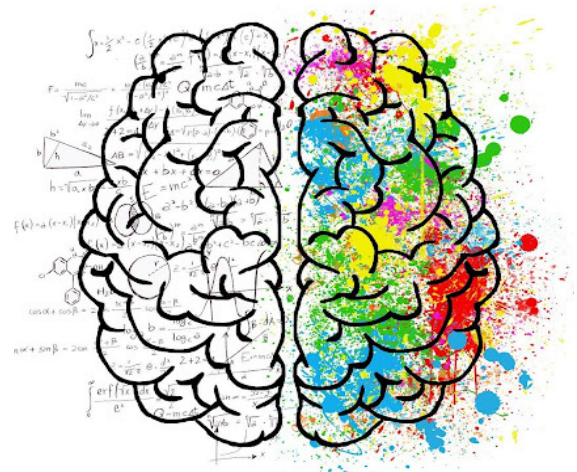
Paper 2 - Social Context and Behaviour

This accounts for 50 % of the overall GCSE grade.

- Social Influence - conformity, obedience, prosocial behaviour, crowd and collective behaviour
- Language, Thought and Communication - language and thought, human and animal behaviour differences, non-verbal communication
- Brain and Neuropsychology - nervous system, structure and function of neurons and the brain, introduction to neuropsychology
- Psychological Problems - mental health, clinical depression, theories of depression, addiction, interventions.

Assessments use short answers and extended writing/essays to assess knowledge, understanding, application and evaluation skills. Knowledge of research methods are gained through classroom experience of practical psychology. This will be assessed using scenario-based questions in the exam.

A strong interest/capability in Maths and Science would be beneficial to study this course, due to modules discussing data and modern methods of psychological research.





Religious Education GCSE



A GCSE in Religious Studies is highly valued by employees due to the nature of transferable skills that it develops. These include, analysis, evaluation, empathy, interpretation, reflection and justification to name a few. It allows students the opportunity to delve into the world that we live in, exploring religious and non-religious views on several themes as well as fostering an ethos of respect for others, an opportunity to challenge stereo-types and build an understanding of other cultures and beliefs.

Religious Studies provides a space for students to reflect on their own ideas and develop their thoughts about questions of meaning and ethics.

This GCSE is 100% exam based; students will sit two exams in Year 11. During the course students will be given practice exams and questions in preparation for the real exams.

The GCSE is broken down into two exams:

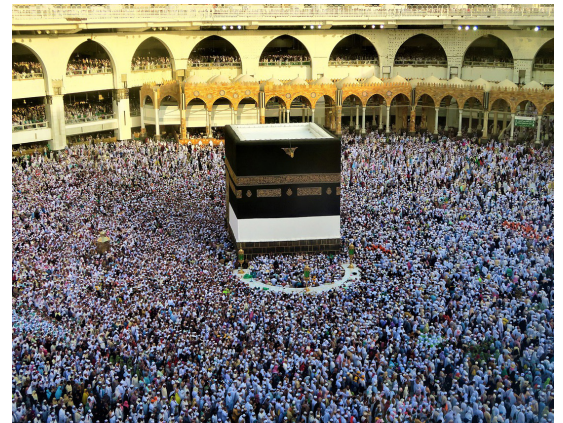
Part One:

The study of TWO religions with a focus on Beliefs, Teachings and Practices (worth 50% of the qualification).

Students will study Christianity and Islam in depth focussing on the key beliefs, teachings and practices of each religion and the influence that this has on individuals, communities and societies.

Part Two:

Thematic Studies: An exploration of religious, ethical and philosophical themes (worth 50% of the qualification)



Students will study FOUR themes considering different beliefs and attitudes to religious and non-religious issues in contemporary British society:

- Religion and life – the origin and value of the universe and human life including scientific and religious views on these and the relationship between them. The use of the environment and animals and ethical arguments relating to abortion, euthanasia and life after death
- Religion, peace and conflict – including the key concepts of war, peace, justice and reconciliation. An exploration into the reasons for war, a just war, terrorism, pacifism and responses to war in the 21st century
- Religion, crime and punishment – the causes of crime and different aims of punishment including ethical arguments on the death penalty
- Relationships and the Family – including concepts such as marriage, divorce, cohabitation, polygamy, sexuality and the family



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