



# North Gosforth Academy



## GCSE Options Booklet 2023/24

Orange Route



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# INTRODUCTION FOR PARENTS/CARERS AND STUDENTS

This guide is intended for parents/carers and students who are entering Key Stage 4 (Years 10 and 11) at North Gosforth Academy. It consists of two main components:

- Section A: General Advice
- Section B: Courses and Choices

We hope that it answers some of your questions concerning the option process and studying at Key Stage 4.

As a school, we believe strongly that we can raise all students' levels of achievement, regardless of ability, and that acquiring new skills is a process that takes place throughout our lives.

Our aim is to ensure that all students follow courses which

- 1) are appropriate to their abilities
- 2) offer the best progression pathway for them to further study or training.  
To this end our Key Stage 4 curriculum is continually developing.

Parents/carers and students should read this guide carefully, as it contains important information.

**Please keep this booklet as a reference throughout Years 10 and 11.**

## IMPORTANT DATES & GUIDANCE INFORMATION

**Year 9 Options Online Launch to Parents/Carers and Students.**

**This Will Include:**

- **Wednesday 1<sup>st</sup> March:** Year 9 Assembly to explain the options process. Option booklets will be distributed on the same day.
- **Thursday 2<sup>nd</sup> March:** Year 9 Options Evening 4-6:30pm. A welcome presentation to explain the process followed by the opportunity to visit subject areas.
- **Friday 3<sup>rd</sup> March:** Subject taster day
- **Wednesday 8<sup>th</sup> March:** World of Work Careers Fair
- Telephone appointments to discuss options and the option choices for your child.
- Opportunities for an email conversation with your child's subject teacher if you have a subject specific option query.
- **Friday 24<sup>th</sup> March:** Final deadline for option forms to be completed

# SECTION A GENERAL ADVICE CONTACT DETAILS

## OUR PROVISION

As well as the very high standard of teaching, support and facilities offered to students at North Gosforth Academy, we also provide a range of services to supplement the achievement of students.

The first and best sources of help are the Teachers, Form Tutors and Head of Year. So when in doubt ask! This applies to both parents/carers and students. However, please understand that there are limits to the extra time that staff are able to give.

Sources of information can be found on our VLE (Frog)  
Through our Virtual Learning Environment, students can access a huge range of resources recommended by subject departments. In addition, there are special revision sites available to all years, accessible via the e-learning button on the VLE homepage.

## ASSESSMENT

### **GCSE reform – what does it mean for Year 9 students sitting GCSEs In 2025?**

The government have introduced a major reform of GCSEs in order to make them **more challenging**. These new specifications have been phased in gradually over several years and these GCSEs taken by current Year 9 students in 2025 will all have the following features:

- a grading scale that uses the numbers 1 to 9 to identify levels of performance, with 9 being the top grade
- a structure where all assessment happens at the end of the course and content is not divided into modules
- exams as the default method of assessment (i.e. no controlled assessment or coursework), except where they cannot provide valid assessment of the skills required e.g. in practical subjects where some non-exam assessment will be retained
- no more tiering (separate Foundation and Higher exam papers), except in subjects where untiered papers do not allow all students to demonstrate their knowledge and skills, or will not stretch the most able (mathematics, science and modern foreign languages)

## **BTEC Tech Award and other vocational courses**

Passes in our “Level 2” vocational courses equate to a “standard pass” or above at GCSE. There will be an externally examined unit for most of these, but for most units students are internally assessed throughout by their teachers. Final grades therefore depend largely on the quality of work produced throughout Key Stage 4.

Coursework is planned and structured to enable students to produce the best finished product possible. It is very important that students plan to complete this coursework to the best of their ability as part of their regular personal study. Whilst coursework as a means of assessment suits many students and is a valuable tool to improve achievement, it can cause problems if students are not up to speed with requirements. In many courses there will not be the opportunity to revisit past work.

## **Examination board regulations**

The examination boards issue specific instructions as to what students must and must not do in exams, non-exam assessments and coursework. These may vary a little between qualifications and subjects, but the key principle is that of honesty, meaning that the work submitted is the student’s own.

We ensure that each year all students are given these clear instructions both verbally and in writing, and in the interests of fairness, the school has a duty to bring matters of concern to the attention of the examination boards. They will then decide on the penalties, which can include disqualification.

## **Further information on courses**

The best way to obtain past papers and details about subject specifications is to use the exam boards’ websites.

The exam board websites are:

AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Edexcel	<a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>
OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
WJEC	<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>
NCFE	<a href="http://www.ncfe.org.uk">www.ncfe.org.uk</a>
TLM	<a href="https://theingots.org">https://theingots.org</a>

# AS A PARENT/CARER YOU CAN...

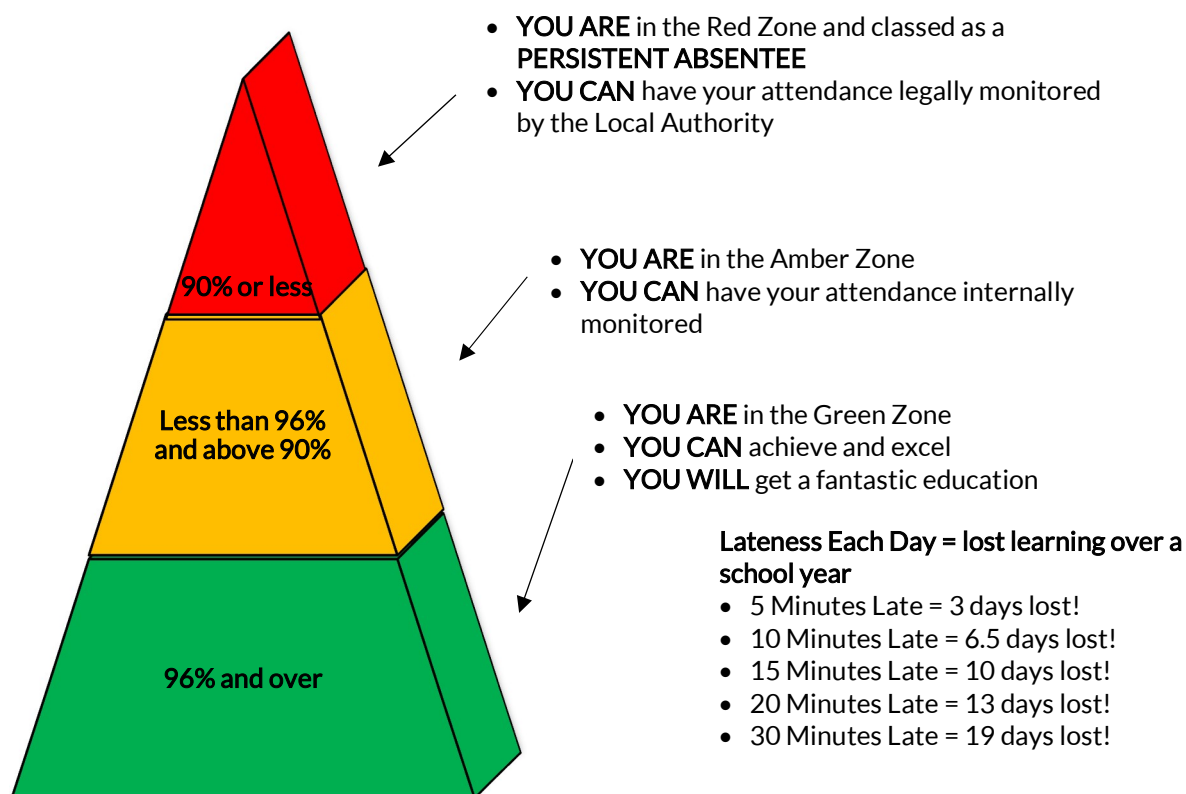
## Ensure good attendance and punctuality

Parents/carers should ensure that students arrive promptly for school and aim to achieve an attendance record of 100% over the Key Stage. We also ask for your cooperation and support in ensuring that high standards of behaviour are met.

## Avoid taking holidays in term time

Any school time missed can have a negative impact on final grades. Time missed in school in Key Stage 4 will impact on the grade the student achieves at the end of the course. Ensuring your child's full attendance will help them the most. You will receive a calendar of events early in September, which will also be on our website. We will not authorise holidays taken in term time. If a leave of absence request is not authorised and the leave is still taken, we will consult the Local Authority regarding appropriate action. This may be in the form of a warning letter or a fixed penalty notice.

Here is our PRAISE code attendance pyramid



### Attendance Impact on Grades

- Over 94% Attendance = A very good chance of achieving all 9 - 4 Grades
- 90% Attendance = Less than 50% chance of achieving 9 - 4 Grades
- 88% or less = Less than 30% chance of achieving 9 - 4 Grades

### Impact on Future Earnings

- 1 - 4 GCSEs can increase your wages by 17%
- 5 or more GCSEs can increase your wages by 41%
- Improve your attendance by 1% and you could see a 5 - 6% improvement in your attainment

# AS A PARENT/CARER YOU CAN...

## **Help with your child's personal organisation**

Our experience as teachers tells us that while our students generally know what is required of them, they still need encouragement and guidance to achieve their best standards. We therefore believe that it is important to establish the principles of good study habits very early in Key Stage 4.

To that end we would expect that parents/carers provide suitable materials to enable the student to partake fully in the life of the school. These basics should be contained in a suitable bag, large enough for books, the Student Planner and PE equipment. It is essential that students bring the following equipment to school each day: a pen (black or blue), a pencil and a ruler. We encourage students to also bring a spare pen, a pencil sharpener, an eraser, coloured pencils/pens, a glue stick, a calculator and a small dictionary. Individual subjects may have specific equipment that students are required to bring to lessons.

## **Encourage additional study**

Additional study involves:

- the conventional reading, writing and problem-solving of most homework
- the research skills on which GCSE and vocational courses place a strong emphasis, for example preparation for non-examination assessment
- revision for examinations
- wider reading as an important part of developing students' literacy skills and subject knowledge
- attendance at after school revision sessions as and when appropriate

You can help by ensuring there is a basic timetable which:

- fits in with other interests and activities
- enables you to offer help
- allows access to basic research facilities (e.g. local libraries or where possible a computer)
- provides access to good study conditions
- considers the needs of others in the family

## **Monitor your child's use of the Planner**

Here you will see their stamps for good work, any comments given by their teachers, and homework deadlines. Please encourage them to use their planner effectively.

# AS A PARENT/CARER YOU CAN...

## **Help your child to meet deadlines**

The discipline of meeting deadlines is a critical aspect of personal organisation. There are good reasons for making it a priority:

- exam board deadlines are absolute, with costly consequences for failure to meet them
- teachers' own assessment plans may be disrupted; late submission shows a lack of consideration
- we do not want students spending a limitless amount of time on assignments thereby putting themselves under extra pressure

Re-negotiation of requested deadlines should be only as a last resort; playing off one subject against another is not an acceptable solution.

It is always possible that in a subject, no homework will be set in a particular week. It is simply not the case, however, that night after night children have nothing to do, and if you sense that homework is being neglected, please get in touch with the relevant teacher or subject leads.

# AS A STUDENT YOU CAN...

Make sure you choose your options carefully and for the right reasons. Get yourself organised for work at the very start of Key Stage 4 and for each day you are in Key Stage 4.

This means:

- having the correct equipment in a sensibly sized school bag
- aiming for an attendance and punctuality rate of 100%
- completing work to the best of your ability at all times
- following instructions and concentrating on your work
- responding thoughtfully to and acting upon your teachers' feedback
- taking care with the presentation of your work
- attending revision and catch-up sessions
- meeting deadlines, particularly with homework assignments
- revising thoroughly for tests, internal and external examinations
- meeting your targets
- asking for help when you need it

## **Summary**

The message for parents/carers and students is "work together". While it is clearly not acceptable for you to do work for your children, there are valuable ways of providing support. All our students should aim to realise their potential and do the best they can, as achievement at 16 will determine future opportunities.

# USEFUL CONTACTS

**For queries related to the option process:**

Mr Chris Easton  
Assistant Principal

[chris.easton@northgosforth.co.uk](mailto:chris.easton@northgosforth.co.uk)

**For careers advice:**

Duncan Fryatt  
Careers Lead

[duncan.fryatt@northgosforth.co.uk](mailto:duncan.fryatt@northgosforth.co.uk)

# SECTION B

## COURSES AND CHOICES

### COMPULSORY SUBJECT

## ENGLISH LANGUAGE

## ENGLISH LITERATURE

### GCSE

#### **What will I learn?**

In the GCSE English Language and GCSE English Literature courses, you will be taught key skills that will be applicable across both the English curriculum and the wider school curriculum. You will explore and develop analytical skills, reading a variety of texts, both non-fiction and fiction. Skills of inference and deduction will be developed whilst exploring meaning within texts and their context.

Effective communication is an essential part of life. You will be given opportunities to develop your ability to respond in a variety of spoken contexts. There will be occasions where you will work as part of a group or individually, utilising dramatic techniques to enhance understanding of character or theme in a text. Although speaking and listening no longer counts towards your GCSE English Language, you will receive a separate certificate for speaking and listening and will continue to be assessed by the teacher within the two-year course.

Reading skills are essential to access learning across the curriculum. In English Language, we teach you to read for information, extended meaning and also to analyse ways in which authors use language for effect or to appeal to the reader. You will read a variety of different texts, including fiction and non-fiction.

Written skills are extended throughout the English Language course, identifying purpose of texts, intended audience and generic conventions of texts. You will learn how to use language for effect, employing rhetorical devices and structuring ideas and opinions with clarity and cohesion. You will develop skills to adapt writing to suit different audiences and purposes.

In Literature, you will extend your analytical skills by reading a Shakespeare text, a 19th-century novel, a prose or a play set text and a cluster of poetry. Specific focus is on how authors use language, structure and form in developing meaning in texts. You will experience a range of literature drawn from contemporary and modern texts, and texts that have a significant influence on English literary and cultural heritage. The course allows you to explore English Literature in greater depth than previous courses.

## **How will I learn?**

You will learn in a variety of different ways, including individual work, paired and small group approaches. Subject specific experts will guide you through texts, equipping you with the tools necessary to analyse and discuss any given text. Different learning styles are accommodated through the variety of different approaches employed within English classes. These include use of audio-visual resources, use of ICT for word-processing, research, and creative tasks. Drama and role-play form an essential part of the course, employed in the assessment of speaking and listening tasks and during exploration of texts. The department looks to use enhancement activities whenever possible to support learning within the classroom and after school.

## **What skills will I develop?**

All employers require young people who are highly effective communicators. In English, you will develop skills that are essential in the wider curriculum and everyday life. Analytical skills, including inference and deduction will be enhanced through the deconstruction of texts to identify how writers use structure, language and linguistic devices to appeal to readers.

You will be encouraged to develop organisational responses through structuring and sequencing your thoughts in both oral and written contexts.

## **How will I be assessed?**

### GCSE English Language

Two exams

- **Paper 1: Explorations in Creative Reading and Writing**
  - 1 hour 45 minutes
  - 80 marks – 50% of course
  - All texts in the exam are unseen
  - **Section A: Reading (25%)** one literature fiction text
    - 1 short form question (1 x 4 marks)
    - 2 longer form questions (2 x 8 marks)
    - 1 extended question (1 x 20 marks)
  - **Section B: Writing (25%)** descriptive or narrative writing
    - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)
- **Paper 2: Writers' Viewpoints and Perspectives**
  - 1 hour 45 minutes
  - 80 marks – 50% of course
  - **Section A: Reading (25%)** one non-fiction text and one literary non-fiction text
    - 1 short form question (1 x 4 marks)
    - 2 longer form questions (1 x 8, 1 x 12 marks)
    - 1 extended question (1 x 16 marks)
  - **Section B: Writing (25%)** to present a viewpoint
    - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

○  
**GCSE Literature**

Two exams

All assessments are closed book

- **Paper 1: Shakespeare and the 19th Century Novel**
  - 1 hour 45 minutes
  - 64 marks (40%)
    - **Section A: Shakespeare: 'Macbeth'**
      - You will answer one question on the play studied in class.
      - You will be required to write first about an extract, then about the play as a whole.
    - **Section B: The 19<sup>th</sup> Century Novel: 'A Christmas Carol'**
      - You will answer one question on the novel studied in class.
      - You will be required to write first about an extract, then about the novel as a whole.
- **Paper 2: Modern Texts and Poetry**
  - 2 hour 15 minutes
  - 96 marks (60%)
    - **Section A: Modern Texts: 'An Inspector Calls'**
      - You will answer one question from a choice of two on your studied prose or drama text.
    - **Section B**
      - You will answer one comparative question on one named poem and one of your choice from the Power and Conflict anthology.
    - **Section C:**
      - You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mock exams will take place at the end of Year 10 and in Year 11 to assess your performance in exam situations, allowing you and your teacher to work together to identify strengths and weaknesses within the responses and so target specific skills to develop for the exams, to be taken at the end of Year 11.

**What qualifications will I get?**

- GCSE English Language
- GCSE Literature
- Spoken Language Endorsement

### **What will I be able to do with this qualification?**

GCSE English Language is a core requirement for all employers and Sixth Form courses in Schools and Colleges.

GCSE Literature develops analytical skills and encourages wider reading of different texts. It is viewed favourably by employers and course providers.

Both GCSE English Language and GCSE English Literature are prestigious qualifications and both stand alone as a subject for further study but also support applications for jobs or further study in a number of diverse areas.

For further details, please contact:  
Mrs L Coverdale [lindsey.coverdale@northgosforth.co.uk](mailto:lindsey.coverdale@northgosforth.co.uk)

# MATHEMATICS

## GCSE

### **What will I learn?**

You will learn to demonstrate your knowledge of Mathematics across the whole range of topic areas – Number, Algebra, Data Handling and Shape and Space.

You will develop and refine your problem solving strategies and build the confidence and skills required to tackle unfamiliar challenges.

The course builds on Key Stage 3 Mathematics and cross-curricular initiatives on thinking skills and independent working. It prepares you to function mathematically in the world and provides a thorough grounding for further study in Mathematics. The main focus is on applying Mathematics in context, problem solving, reasoning and the functional elements of Mathematics.

### **How will I learn?**

This course will encourage a teaching approach that is enriching and engaging for all learners. It concentrates on the mathematical knowledge and applications that are most accessible and relevant. Group and paired work will help you to develop the skills to use Mathematics in real life situations. You will develop the skills of discussing Mathematics in the classroom and deciding on the best way to solve a problem after considering alternative solutions, including possible use of ICT.

You will be expected to choose the Mathematics and/or select the steps required to reach a solution to questions set within realistic contexts. You may also be required to interpret or communicate the result with reference to the context.

You will be expected to solve problems using mathematical skills in context, combining the skills of representing, analysing and interpreting to produce a solution. Contexts may be novel or unfamiliar.

### **What skills will I develop?**

As well as developing the work of KS3 in Number, Algebra, Data Handling and Shape and Space, you will develop the skills to apply these. The GCSE in mathematics enables learners to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Within this course, there will be opportunities to demonstrate the functional elements of Mathematics.

### **How will I be assessed?**

The course follows a linear examination structure with entry at Foundation or Higher tier. There is no coursework.

The examination takes the form of three final 90-minute examination papers at the end of Year 11; one of the papers is non-calculator. Internal assessments throughout the two-year course will be used to determine whether a student is to sit the Higher or Foundation tier examination at the end of the course.

### **What qualifications will I get?**

You will achieve a GCSE Mathematics qualification.

Foundation grades range from grade 1 to 5. Higher grades range from 4 to 9.

Note: a grade 4 or 5 are the same qualification regardless of tier of entry.

### **What will I be able to do with this qualification?**

This course will help you to develop confidence in problem solving, a positive attitude towards Mathematics and to recognise the importance of numeracy and Mathematics in your own life and to society. It will prepare you to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

These skills are recognised as being necessary to employers and further study. The choice of options available in Sixth Form will increase depending on the GCSE Mathematics grade achieved.

For further details, please contact:  
Mrs G Stewart [gill.stewart@northgosforth.co.uk](mailto:gill.stewart@northgosforth.co.uk)

# SCIENCE GCSE

Students will either study Separate Science and obtain three qualifications in GCSE Biology, GCSE Chemistry and GCSE Physics or Combined Science (Trilogy) which leads to two Science GCSEs.

Both routes involve the study of Biology, Chemistry and Physics, but students following the Separate Science route study these subjects in greater detail.

Please note, the Science department will select either the Separate Science or Combined Science route for students based on academic performance with GCSE content and prior performance at KS3.

## SEPARATE SCIENCES: BIOLOGY/CHEMISTRY/PHYSICS GCSE

### What will I learn?

You will follow the AQA specifications in Biology (8461), Chemistry (8462) and Physics (8463). These courses share much content with the Combined Science GCSE course but have additional elements which must be covered, extending both the volume and depth of your knowledge. Separate Sciences are a good preparation for A-Level Science subjects and are used as key indicators by colleges and employers in application procedures for university courses such as Medicine, Engineering, Dentistry and Pharmacy. The demands on learners and the pace of the course (which is taught in the same time allocation as the Combined Science course) are challenging.

Science is a set of ideas, theories and applications linked to the material world around us. As we are surrounded by science in our everyday lives, it is important to be able to make reliable decisions based on information delivered by the media, and other global communications networks and to be able to inquire freely about the world from a scientific perspective. The way scientific ideas flow through the specifications will support you in building a deeper understanding of science.

The specific topics for each GCSE are shown below.

#### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

## Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

## Physics

1. Atomic Structure
2. Particle model of matter
3. Energy
4. Electricity
5. Forces
6. Waves
7. Electricity
8. Magnetism and electromagnetism
9. Space physics

## How will I learn?

There are opportunities to engage with the curriculum through discussion; reading and writing about science; compulsory required practical activities and opportunities to represent science in its many forms, both mathematically, visually and through modelling.

A variety of teaching and learning methods are used, including:

- Laboratory experimentation and teacher demonstration of more complex practical tasks
- Independent research and presentation of findings
- Activities involving mathematical analysis
- Reading tasks and subsequent opportunities for discussion
- A focus on addressing misconceptions
- Use of past-paper examination questions

The 'Working Scientifically' section of the course encourages you to develop your experimental skills and ability to 'think like a scientist'. There are 10 required practical activities that must be completed per GCSE, as well as opportunities to conduct other practical work with a view to developing you as a well-rounded scientist.

### **What skills will I develop?**

You will develop:

- Practical, enquiry and data handling skills
- Skills in analysing and interpreting data from experimental investigations
- Skills in recalling scientific facts, concepts, techniques and terminology
- Skills in examination technique
- Thinking skills
- 'How Science Works': - skills that consider the reliability, validity, accuracy of data
- Written and verbal communication skills

Additionally, the Science Faculty offers you support, guidance and opportunities to develop your study skills to allow growth into a lifelong learner. Your progress is monitored regularly and you are encouraged to take responsibility and also monitor your own performance and progression.

### **How will I be assessed?**

GCSE	Examination	Contribution	Length/Marks	Topic content
Biology	Biology Paper 1	50% each	Each exam is 100 marks and lasts	1-4
	Biology Paper 2			5-7
Chemistry	Chemistry Paper 1	50% each	100 marks and lasts	1-5
	Chemistry Paper 2			6-10
Physics	Physics Paper 1	50% each	1hr 45mins	1-4
	Physics Paper 2			5-8

### **What qualifications will I get?**

Three separate GCSEs in Biology, Chemistry and Physics. Students will be awarded a grade reflective of their performance in each science independently. 6, 7, 6 would represent a 6 in Biology, 7 in Chemistry and a 6 in Physics.

Foundation Tier students will be awarded a grade within the range of 1 to 5 and Higher Tier students will be awarded a grade within the range of 4 to 9.

### **What will I be able to do with this qualification?**

This course is very good preparation for AS/A-Level Science subjects (Biology, Chemistry and Physics). Entry onto Sixth Form Science courses requires high grades from at least two of the Sciences including the Science that is to be studied at Post 16. These courses are used as key indicators by colleges and employers in application procedures for university courses such as Medicine, Engineering, Dentistry and Pharmacy.

Further details of the course and the specifications can be found at <http://www.Sciencelab.org.uk/gcses/>

For further details, please contact:  
Ms H.Willis [helen.willis@northgosforth.co.uk](mailto:helen.willis@northgosforth.co.uk)

# TRILOGY SCIENCE

## GCSE

### What will I learn?

Students follow the AQA Combined Science, Trilogy specification (8464) which combines both theory and application across the three scientific disciplines of Biology, Chemistry and Physics. This course is designed to give you a solid science base on which key ideas can be extended to further increase your knowledge and understanding. It covers all the key concepts required for a well-rounded scientist and supports all further science study.

Science is a set of ideas, theories and applications linked to the material world around us. As we are surrounded by science in our everyday lives, it is important to be able to make reliable decisions based on information delivered by the media, and other global communications networks and to be able to inquire freely about the world from a scientific perspective. The way scientific ideas flow through the specification will support you in building a deeper understanding of science.

The specific topics studied in each discipline are shown below.

#### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

#### Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

## Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

### **How will I learn?**

There are opportunities to engage with the curriculum through discussion; reading and writing about science; compulsory required practical activities and opportunities to represent science in its many forms, both mathematically, visually and through modelling.

A variety of teaching and learning methods are used, including:

- Laboratory experimentation and teacher demonstration of more complex practical tasks
- Independent research and presentation of findings
- Activities involving mathematical analysis
- Reading tasks and subsequent opportunities for discussion
- A focus on addressing misconceptions
- Use of past-paper examination questions

The 'Working Scientifically' section of the course encourages you to develop your scientific thinking and experimental skills. There are 21 required practical activities that must be completed over the course, as well as opportunities to conduct other practical work with a view to developing you as a well-rounded scientist.

### **What skills will I develop?**

This course is designed to develop a range of skills, whether it be investigating, observing, experimenting or testing out ideas and thinking about them.

You will develop:

- Practical, enquiry and data handling skills
- Skills in analysing and interpreting data from experimental investigations
- Skills in recalling scientific facts, concepts, techniques and terminology
- Skills in examination technique
- Thinking skills
- 'How Science Works': skills that consider the reliability, validity, accuracy of data
- Written and verbal communication skills

### **How will I be assessed?**

The linear course will be assessed by six exams in the summer of Year 11, two for each science, examining different aspects of the specification.

<u>Examination</u>	<u>Contribution</u>	<u>Length</u>	<u>Content</u>	<u>Questions</u>
1. Biology			Topics 1-4	
2. Biology			Topics 5-7	
1. Chemistry	Each exam is weighted 16.7%	All papers 70 marks 75 mins	Topics 8-12	Multiple choice, structured, closed short answer, and open response
2. Chemistry			Topics 13-17	
1. Physics	Topics 18-21			
2. Physics	Topics 22-24			

### **What qualification will I get?**

The Trilogy Science Award is equivalent to two Science GCSEs. Students are awarded grades that represent their performance across all three sciences (six exams) combined, in a straddle grade format 99, 98, 88, 87.....

The Trilogy Science Award is equivalent to two GCSEs, graded on a 17-point scale from 1–1 to 9–9, where 9–9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1–1 to 5–5. A student taking Higher Tier assessments will be awarded a grade within the range of 4–4 to 9–9.

### **What will I be able to do with this qualification?**

This course is good preparation for AS/A-Level Science subjects (Biology, Chemistry and Physics). Entry on to Sixth Form Science courses requires successful completion of both courses from both GCSEs. There is also the opportunity to continue the study of science as a combined subject with access onto the BTEC Level 3 in Applied General Science.

Further details of the course and the specifications can be found at <http://www.Sciencelab.org.uk/gcses/>

For further details, please contact:  
Ms H. Willis [helen.willis@northgosforth.co.uk](mailto:helen.willis@northgosforth.co.uk)

# PHYSICAL EDUCATION CORE

## What will I learn?

PE develops your competence and confidence to take part in a range of physical activities that become a central part of your life, both in and out of school.

We offer a high-quality physical education curriculum that inspires you to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for you to become physically confident in a way that supports your health and fitness. There are opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect.

Our physical education curriculum aims to ensure that you:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead a healthy, active life

PE helps you to develop personally and socially. You will work as an individual, in groups and in teams, developing concepts of fairness and of personal and social responsibility. You will take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, you will learn how to be effective in competitive, creative and challenging situations.

## How will I learn?

The curriculum will provide opportunities for you to tackle complex and demanding physical activities. You will get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. You will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis)
- Develop your technique and improve your performance in other competitive sports, (for example, athletics and gymnastics), or other physical activities (for example, dance)
- Evaluate your performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve your personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

### **What skills will I develop?**

The course will allow you to:

- Develop your personal skills and techniques across different sports
- Improve your ability in making and applying decisions
- Develop an understanding of the mental and social benefits of exercise, as well as the physical ones
- Develop your evaluating and improving skills
- Develop knowledge of the importance of fitness and exercise and how this contributes towards a healthy lifestyle.
- Develop a range of personal attributes, which include but are not limited to teamwork, respect, discipline and decision-making. Furthermore, it teaches students how to cope with success and failure

### **How will I be assessed?**

This is a non-examination compulsory course. You will be assessed by your teachers in the same way that you were in Key Stage 3 Physical Education lessons.

For further details, please contact:  
Mr NJones [neil.jones@northgosforth.co.uk](mailto:neil.jones@northgosforth.co.uk)

# LEARNING FOR LIFE

## What will I learn?

Learning for Life is a blended course, which will include Careers (CEI), Citizenship, Personal, Social, Health, and Economic Education (PSHEe), Religious Education (RE) and study skills.

The course gives you the opportunity to discover more about yourself and other people, as well as helping you to make your own decisions. It aims to increase your awareness of other people's experiences, attitudes, beliefs and relationships, and to compare them with your own. It also plays an important role in satisfying the Educational Reform Act, which requires the curriculum to, "...promote the spiritual, moral, cultural and mental development of pupils".

This area covers a wide range of subject matter amongst which will be:

- Careers education and information
- Contemporary moral issues
- Global issues
- Personal finance
- Philosophy and Ethics
- Study Skills
- Crime and punishment
- Drug awareness
- Human rights and responsibilities
- Political understanding
- Sex, Health and Relationships

## How will I learn?

Learning for Life uses a variety of techniques, which helps you to develop knowledge, understanding and the ability to evaluate. Lessons will make use of smart board technology, visual aids, brainstorming, DVD clips, data, thinking skills, and recently published textbooks. In your work, you will be asked to investigate, interpret and contrast issues; use questioning; identify key elements; use empathy, discussion and group work; judge, assess and analyse.

You will be encouraged to be an independent learner, to think for yourself and to take responsibility, so activities that include role-playing, presentations, independent enquiry and problem solving are commonly used.

## What skills will I develop?

Learning for Life involves learning 'life skills', allowing you to become a better-informed member of society. The course develops many transferable skills that can be used in your chosen career path. Employers' job vacancy details often refer to them when they advertise the positions available. They can also be used on the skills' sections of your CV to demonstrate the broad range of qualities you have to offer.

- Clear and logical thinking
- Literacy and expression
- Research
- Independent research
- Communication
- Organising and planning
- Working to deadlines
- Critical evaluation
- Problem solving
- Team work

## How will I be assessed?

You will receive school-based assessments throughout the course. School designed praise rewards will be awarded for achievement, effort and improvement.

For further details, please contact: Miss J Doble [joy.doble@northgosforth.co.uk](mailto:joy.doble@northgosforth.co.uk)

# **SECTION C COURSES AND CHOICES**

## **GUIDED CHOICES**

Students will choose from these subjects

**In order to secure the best progression opportunities for our students, we suggest an appropriate curriculum based on aptitude and ability levels.**

**Not all students will be offered all of the courses we provide.**

## Some advice for students on making choices

- **Read** the subject information carefully to make sure you are making the right decision.
- **Talk** to your tutor and your subject teachers for further guidance and information.
- **Talk** to your parents/carers. Only you know what you like studying and you, along with parents/carers and teachers, should know how good you are at a particular subject. It would, for example, not be sensible to choose Art if you do not actually like drawing or if you are not very good at it; it would not be sensible to study Music if you have never played a musical instrument.
- Do not choose a subject just because your friend is choosing to do it.
- Remember too that you should not choose a subject just because you like the teacher. It is unlikely that you will have the same teacher next year.

Once you have read and understood the advice above, you should fill in your options form making sure you follow any further guidelines which are on the form.

### FIRST CHOICES

Choose from the selection on your form, following any specific instructions. Remember you can't choose an option twice.



### SECOND CHOICES

Once you have made your first choices you must make second choices where requested. You must be aware that some courses may not attract enough students to be run and that some become oversubscribed, meaning we may sometimes have to use one of your second choices. Please think carefully about it



### PLEASE NOTE

We always try to give you your first choices, but it may not always be possible. If it isn't, a member of the senior staff will always contact you personally to help you find the best solution



### FINALLY

Make sure you have handed in your form by

**Friday 24th March 2023.**

It is not 'first come, first served', but if you are late, it may affect the choices available to you

# ART & DESIGN: FINE ART GCSE

## **What will I learn?**

In Art and Design students further develop and explore skills learnt in Yr7, 8 & 9 exploring the formal elements, line, tone, texture, shape and colour in drawing and painting. In addition students work on projects that include other art mediums such as ceramics, sculpture, printmaking and textiles to enable them to respond to cultural understanding in a creative and visual way. The foundation then enables the student to refine and further develop within the GCSE.

Areas of art mediums studied which work towards a AQA specification in Fine Art are:

- Drawing
- Painting
- Sculpture/3D Design
- Printmaking
- Art History
- Photography
- I.T. research and Adobe Photoshop
- Graphic Design

You will be encouraged to respond to an initial starting point from topics set, to enable research and development in ideas in a variety of ways and sustain activities through to completion increasingly showing the ability to communicate through visual language. Through practical work, you are introduced to the work of prominent artist and cultural styles, utilising distinctive styles in the development of their own work. This will then lead onto more personal responses to the journey taken throughout the student's development within the course work provided.

You will also be encouraged to visit art galleries and develop skills in photography to strengthen your artwork as well as working by yourself and in groups in a variety of different projects to prepare you for future careers in the arts.

## **What skills will I develop?**

You will be expected to develop skills in the following areas:

- Critical analysis
- Develop an understanding of how ideas, feelings and meanings can be conveyed through images and artefacts
- Develop technical skills across a range of disciplines and crafts
- Learn how to record ideas and experiences
- Learn to apply knowledge and understanding in making art
- Learn how to organise and develop ideas as work progresses

## **How will I be assessed?**

You will be assessed in the following ways:

- Peer, self, and teacher assessment on a regular basis
- You will be assessed under the following objectives:
- Developing ideas
- Experimenting and exploring with art materials

- Recording ideas, observations and insights as work progresses through intentions
- Presenting a personal and meaningful response to initial ideas and intentions

You are expected to produce one project, evidence of a second project which is Unit 1 60% of your final marks and an examination project Unit 2 which is 40% of your final marks.

Unit 1 60% of the marks are allocated to course work, which is internally assessed by teachers and externally moderated.

Unit 2 40% of the marks are allocated to the examination project, which is internally assessed and externally moderated.

The examination usually takes place in March/April in the second year of the course.

### **What qualification will I get?**

Art & Design: Fine Art – GCSE at Grade 1 (lowest) to 9 (highest)

### **What will I be able to do with this qualification?**

At Gosforth Academy they offer A-Level Art and Design as part of the Post 16 curriculum. You can also go on to study at higher levels including Foundation courses, HND or Degree level.

This qualification works well in conjunction with other subjects and can support applications for a range of employment, which include areas such as:

- Graphical design
- Fashion design
- Architecture
- Historian/curator/conservator
- Theatre set/costume design/special effects
- Film maker/ animator
- Interior design
- Games design
- Industrial design
- Furniture design
- Sculptor
- Advertising
- Illustration
- Photographer
- Journalistic documentation
- Scientific/forensic illustrator
- Fine Artist
- Producer, director, arts management
- Art therapy/occupational therapy

**For further details, please contact:**

Miss A Skilton [amanda.skilton@northgosforth.co.uk](mailto:amanda.skilton@northgosforth.co.uk)

# CHILD DEVELOPMENT AND CARE IN THE EARLY YEARS TECHNICAL AWARD

## What will I learn?

You will gain a broad understanding of Child Development and Care in the early years including the following:

- provide an understanding of holistic child development
- identify factors that influence child development
- understand legislation in the early years
- promote care routines and activities to support the child
- provide an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- provide an understanding of the importance of observations in early years childcare
- understand the purpose of planning in early years childcare

## How will I learn?

The course is equivalent to a GCSE. You will receive two classroom based theory lessons per week.

- Formal theory lessons with regular assessments
- Independent research
- Group work
- Case study materials
- Reading tasks and subsequent opportunities for discussion
- A focus on addressing misconceptions
- Use of past-paper examination questions

## What skills will I develop?

The course builds on the knowledge, understanding and skills experienced in your own childhood; the course aims to focus on the study of child development and care in the early years (0-5 years), offering breadth and depth of study and incorporating a key core of knowledge. You will be given the opportunities to acquire a number of practical and technical skills.

It will give you an exciting opportunity to learn about how a child develops independence and care providers can nurture this development. You will also complete an extended piece of work based on a case study of a child in a specific provision, and complete an exam on all topics.

### **How will I be assessed?**

Assessment

- Externally-set: non-exam assessment (NEA)  
50% of the technical award / 92 marks
- Examined assessment (EA)  
50% of the technical award / 80 marks (1 hour 30 minutes)

### **What qualification will I get?**

Level 1/2 Technical Award in Child Development and Care in early years.

### **What will I be able to do with this qualification?**

Depending on the grade you achieve in this qualification, you could progress onto Level 3 NCFE CACHE Child Development and Care, you can also use this qualification to access A level courses in Child Development. This course is also closely related to Health and Social Care

Higher education: Education providers, Health and Social Care industry. You may also use this qualification to apply for an apprenticeship within the sector. This course could also be used to access relevant courses at university.

For further details, please contact:  
Miss R Smith [rachel.smith@northgosforth.co.uk](mailto:rachel.smith@northgosforth.co.uk)

# DESIGN & TECHNOLOGY

## GCSE

### What will I learn?

Are you intrigued by the world around you? Are you inquisitive to find out how and why things work? Do you like a challenge and enjoy being creative and working in a practical environment to design and make unique and original high quality products?

GCSE Design and Technology gives you the opportunity to fulfil your creative and technical desires, whilst developing your analytical problem solving and thinking skills.

Through designing and making exciting products using a broad range of materials, techniques and processes, you will gain awareness and learn from wider influences on Design and Technology, including, historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, and apply technical and practical expertise.

The core technical knowledge and understanding for the course consists of:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

In addition to the core technical principles, all students will develop an in-depth knowledge and understanding of the following specialist technical principles:

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes

Possible categories through which the principles can be delivered are:

- Papers and boards
- Timber based materials
- Metal based materials
- Polymers
- Textile based materials
- Electronic and mechanical systems

## **How I will learn.**

### **Year 10**

You will undertake a series of interesting designs and make mini projects and tasks throughout Year 10, which will provide you with the necessary skills knowledge and understanding to undertake your controlled assessment and examination in Year 11.

### **Year 11**

During Year 11, you will complete your controlled assessment coursework task. The controlled assessment is a substantial design and make task, which is worth 50% of your overall grade.

#### **Controlled Assessment criteria:**

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

At the end of Year 11, you will sit an external examination worth 50% of your overall grade.

## **What qualification will I get?**

GCSE in Design and Technology Grades 1 (lowest) to 9 (highest)

## **What will I be able to do with this qualification?**

Progress to A-Level Design and Technology: Product Design.

Success in the course will also open opportunities in various fields of employment, training and modern apprenticeships. These include: Engineering, multi-disciplinary design for industry, 3D product design, graphic design, Computer Aided Design, multi-media design, and furniture and interior design.

#### Links to Maths:

- Arithmetic and numerical computation
- Handling data
- Graphs
- Geometry and trigonometry

#### Links to Science:

- Use scientific vocabulary, terminology and definitions
- Life cycle assessment and recycling
- Using materials

**For further details, please contact:**

**Mr S Gillender** [steven.gillender@northgosforth.co.uk](mailto:steven.gillender@northgosforth.co.uk)

# DIGITAL INFORMATION TECHNOLOGY TECH AWARD

## What will I learn?

You will gain an insight into what it is like to work in the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and maths skills.

You will study 3 components.

**Component 1:** Exploring User Interface Design Principles and Project Planning Techniques You will develop your understanding of what makes an effective user interface and how to effectively manage a project. You will use this understanding to plan, design and create a user interface.

**Component 2:** Collecting, Presenting and Interpreting Data

You will understand the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Component 3:** Effective Digital Working Practices

You will explore how organisations use digital systems and the wider implications associated with their use.

## How will I learn?

- Combine theory with plenty of practical application
- Use realistic vocational case studies
- Independent research/study
- Use computer software to complete set work

## What skills will I develop?

- You will have the opportunity to explore, develop and apply highly sought-after key skills such as data management and data protection, project planning, and the design of user interfaces and dashboards as a way to present and interpret data.
- You will gain an understanding of relevant employability skills and personal attributes, such as self-management and communication skills and the ability and willingness to evaluate and critically analyse your own performance.

## How will I be assessed?

The course is split into three components. Two are set assignments that are worth 30% each of your overall grade. The final component is a written exam and worth 40%. The exam is 1 hour 30 minutes and taken in May/June of Year 11.

## What qualification will I get?

You will get a BTEC Level 1/2 Tech Award in Digital Information Technology graded over seven grades from Level 1 Pass (lowest) to Level 2 Distinction\* (highest).

For further details, please contact:

Ms E Francis [emma.francis@northgosforth.co.uk](mailto:emma.francis@northgosforth.co.uk)

# DRAMA GCSE

## What will I learn?

This AQA GCSE Drama course will encourage you to:

- Learn how to commit dialogue to memory for devised performances or learn script for text-based performances
- Develop your ability to interpret or create and perform a character appropriate to the demands of the performance
- Develop a range of vocal skills and techniques e.g. clarity of diction, inflection, accent, intonation and phrasing; pace, pause and timing; projection, pitch and emotional range
- Develop a range of physical skills and techniques e.g. movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers;
- Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance

## How will I learn?

Lessons will be a mix of theory and practical. Theory lessons will involve studying written and video performances and evaluating drama skills. Practical lessons will involve team-building games, vocal and physical exercises and group performances and require lots of participation.

## What skills will I develop?

You will develop highly sought after skills:

- Teamwork
- Confidence
- Analytical and evaluative skills
- Written communication in drama and the development of drama vocabulary
- Independent learning skills
- Verbal communication skills

## How will I be assessed?

The subject content for GCSE Drama is divided into three components:

1. Understanding Drama
2. Devising Drama
3. Texts in Practice

### Component 1: Understanding Drama

This component is a written exam in which you are assessed on your knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on your ability to analyse and evaluate the live theatre work of others (AO4).

The paper constitutes **40%** of the GCSE.

You have **1 hour and 45 minutes** to answer the paper.

The paper is divided into **three** compulsory sections:

- Section A: Theatre roles and terminology
- Section B: Study of set text
- Section C: Live theatre production

### **Component 2: Devising Drama**

This is a practical component in which you are assessed on your ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2), and analyse and evaluate your own work (AO4).

Component 2 constitutes 40% of the GCSE. It is marked by teachers and moderated by AQA.

For this component, you are required to complete the following **two** assessment tasks:

- Produce an individual devising log documenting the devising process
- Contribute to a final devised duologue or group performance

The devising log is marked out of 60.

Your contribution to the final devised performance is marked out of 20.

### **Component 3: Texts in practice**

This component is a practical component in which you are assessed on your ability to apply theatrical skills to realise artistic intentions in live performance (AO2).

Component 3 constitutes 20% of the GCSE. It is marked by AQA. For this component, you must complete **two** assessment tasks:

- Study and present a key extract (monologue, duologue or group performance) from a play of your choosing
- Study and present a second key extract (monologue, duologue or group performance) from the same play

Your contribution to each key extract performance is marked out of 25.

### **What qualification will I get?**

You will achieve a GCSE in Drama. Grades 1 (lowest) to 9 (highest)

**For further details, please contact:**

Mrs L Hindhaugh [laura.hindhaugh@northgosforth.co.uk](mailto:laura.hindhaugh@northgosforth.co.uk)

# ENTERPRISE BTEC TECH AWARD

## What will I learn?

You will learn about the Enterprise sector. It is an important part of the business sector and plays a major role in the UK's global economic status. You will study 3 components.

### Component 1: Exploring Enterprises

You will explore different enterprises to develop your knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. You will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

### Component 2: Planning and Presenting a Micro-Enterprise Idea

You will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. You will individually present your business plan for your idea and review the production and delivery of your presentation to make recommendations for improvements.

### Component 3: Marketing and Finance for Enterprise

You will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. You will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## How will I learn?

- Combine theory with plenty of practical application
- Use realistic vocational case studies
- Independent research/study
- Use computer software to complete set work

## What skills will I develop?

You will develop employability skills essential in business and many other contexts, such as market research, planning, decision-making, problem-solving, creativity and financial literacy, as well as personal skills and attributes such as time management, communication and the ability to evaluate and critically analyse their own performance and ideas.

## How will I be assessed?

The course is split into three components. Two are set assignments that are worth 30% each of your overall grade. The final component is a written exam and worth 40%. The exam is 2 hours and taken in May/June of Year 11.

## What qualification will I get?

You will get a BTEC Level 1/2 Tech Award in Enterprise, graded over seven grades from Level 1 Pass (lowest) to Level 2 Distinction\* (highest).

For further details, please contact: Ms E Francis [emma.francis@northgosforth.co.uk](mailto:emma.francis@northgosforth.co.uk)

# FOOD PREPERATION AND NUTRITION GCSE

## **What will I learn?**

The topics covered in this GCSE are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

You will work with a wide range of food and ingredients which reflect the recommended guidelines for a healthy diet based on the main food commodity groups including:

- bread, cereals, flour, oats, rice, potatoes and pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, eggs, soya, tofu, beans, nuts and seeds
- butter, oil, margarine, sugar and syrup.

## **How will I learn?**

In Year 10, the emphasis is on learning through preparing, cooking and sampling food. There is therefore a mix of theoretical learning and practical application. Although students are expected to work with foods they may not have encountered before, individual dietary requirements (such as vegetarian or vegan diets), food allergies and food intolerances will be accommodated as part of the course. All students can, therefore, access this GCSE.

## **What skills will I develop?**

General practical skills such as weighing, measuring and ingredient preparation. Knife skills. Preparing fruit and vegetables. Use of the cooker. Use of equipment. Cooking methods. Prepare, combine and shape including mixing methods and shaping dough and meatballs. Sauce making. Tenderise and marinate. Dough. Raising agents. Setting mixtures using gelation, starches and protein.

## **How will I be assessed?**

Paper 1 - Written examination – 1 hour 45 minutes – 100 marks – 50% of GCSE. Multiple choice (20 marks) and 5 extended response questions (80 marks)

Non-examined assessment (NEA) – 100 marks – 50% of GCSE. Practical cooking task and critical evaluation

## **What qualification will I get?**

You will achieve a GCSE qualification in Food Preparation and Nutrition at grade 1 (lowest) to 9 (highest)

For further details, please contact:

Mrs N Mead [nikki.mead@northgosforth.co.uk](mailto:nikki.mead@northgosforth.co.uk)

# GEOGRAPHY

## GCSE

### **What will I learn?**

“The subject that holds the key to our future” - Michael Palin

There has never been a better or more important time to study Geography. Geography teaches us about the Earth's places, people, environments, and societies, helping us to understand the relationships between people and the world we live in. As issues such as Climate Change, Migration and Natural Disasters are becoming more prevalent, Geography is one of the most relevant courses you could choose to study.

#### **Year 10 Content**

Natural Hazards allows students to study the dynamic nature of the earth. Students will investigate tectonic activity, and how we can mitigate against the hazards generated. Students then study weather hazards and climate change, which includes the impact of tropical storms and extreme UK weather.

Students continue their learning journey with Urban Issues and Challenges; students will study the opportunities and challenges of living in contrasting global cities.

Finally, The Changing Landscapes of the UK allows us to look at the geology of the UK, our glacial and river landscapes, and how these have shaped our environment.

Throughout the GCSE course, students will consider how to carry out geographical investigations, leading to external physical and human fieldwork at the end of Year 10.

#### **Year 11 Content**

The Living world develops students' understanding of various ecosystems, biodiversity and management, including tropical rainforests and hot desert environments.

Following this is The Changing Economic World which allows students to study global development, a vital element of modern geographical study.

Finally, Resource Management highlights the world's reliance on food, water and energy and the growing disparities in their availability.

A topical geographical issue (Issue Evaluation) determined by the examination board in the Spring of Year 11 is disseminated to GCSE students at this point so that students can carry out research around the issue presented prior to the summer examination.

### **How will I learn?**

Lessons will incorporate a diverse range of activities that will encourage you to think broadly about the diverse range of issues that you will study.

- Group discussion on current geographical issues.
- Research using ICT and other resources to enquire about geographical issues.
- Decision making exercises, which will enable you to understand the significance of values and attitudes to the development and resolution of geographical issues.

- Class presentations, which will develop your ability to form an argument and explain to other people how you feel about geographical issues.
- Thinking skills activities, which will challenge you to think beyond your normal experiences and develop deeper understanding of the issues that are being studied.
- Application of learning to the real world through fieldwork and other out of classroom learning

### **What skills will I develop?**

The course allows students to develop a wide range of transferable skills including communication skills, data interpretation, statistical analysis, and essay writing skills. The topical nature of the course encourages independent research and enquiry.

You will:

- Develop as an effective and independent learner, as well as an effective team member.
- Develop excellent written and verbal communication skills.
- Develop numerical and statistical skills.
- Develop the ability to carry out a successful Geographical enquiry.

### **How will I be assessed?**

- **Paper 1** is a 90-minute exam linked to knowledge of Physical Geography (**weighting 35%**)
- **Paper 2** is a 90-minute exam linked to knowledge of Human Geography (**weighting 35%**)
- **Paper 3** is a 75-minute exam, which incorporates knowledge of Fieldwork and the Issue Evaluation (**weighting 30%**)

**All of the components are examined externally at the end of Year 11**

Throughout year 10 and 11 students will be internally assessed by short end of topic assessments and more comprehensive summative assessments. These allow us to gauge progress and attainment, as well as address areas of weakness.

### **What qualifications will I achieve?**

Successful completion of this course leads to a GCSE in Geography at grade 1 (lowest) to 9 (highest)

For further details, please contact:  
Mr J Graham [john.graham@northgosforth.co.uk](mailto:john.graham@northgosforth.co.uk)

# HEALTH AND FITNESS TECHNICAL AWARD

## What will I learn?

You will gain a broad understanding of Health and Fitness including the following:

- the structure and function of body systems
- the effects of health and fitness activities on the body
- health and fitness and the components of fitness
- the principles of training
- the impact of lifestyle on health and fitness
- how to test and develop components of fitness
- how to apply health and fitness analysis and set goals
- the structure of a health and fitness programme and how to prepare safely

## How will I learn?

The course is equivalent to a GCSE and there are no **practical assessments**.

You will receive two classroom based theory lessons per week.

- Formal theory lessons with regular assessments
- Independent research
- Group work
- Case study materials
- Investigations
- Demonstrations
- Discussions
- Produce formal training programme with individual session plans

## What skills will I develop?

The course builds on the knowledge, understanding and skills established in KS3 Physical Education. It will give you an exciting opportunity to learn about the structure and function of the human body. You will also plan a training programme and promote healthy active lifestyles. You should have an interest in physical education and sport, take part in sport regularly outside and inside of school, enjoy being active and appreciate the benefits of keeping fit and healthy.

## How will I be assessed?

External exam worth **40%** of the course –

Introduction to body systems and principles of training in health and fitness.

Internally assessed project / synoptic worth **60%** of the course –

Preparing and planning for health and fitness

## What qualifications will I get?

An NCFE Health and Fitness – Level 1 or Level 2 Technical award

For further details, please contact:

Mr N Jones [neil.jones@northgosforth.co.uk](mailto:neil.jones@northgosforth.co.uk)

# HEALTH AND SOCIAL CARE TECHNICAL AWARD

## **What will I learn?**

During this qualification, you will learn about different types of provisions and services. You will learn about the broad range of job roles in the section and the care values which underpin professional practices. You will also learn about legislation, policies and procedures and how they relate to those working in this fast paced and dynamic industry. You will also look at human development through life, care needs, how to access services and care planning to meet needs.

## **How will I learn?**

You will learn through a variety of methods in the classroom, such as: group work, case studies, class discussions and independent research/study.

## **What skills will I develop?**

You will develop a range of skills during this course. You will develop your analysis skills – looking at case studies and applying taught knowledge to real world examples. You will also develop your communication and teamwork as you develop your discussion and presentation skills. You will also develop your reasoning and writing skills to complete a synoptic project on an unseen case study.

## **How will I be assessed?**

You will be assessed by:

- 1.5 hour externally set exam (worth 50% of your final grade)
- An externally set synoptic assessment (worth 50% of your final grade)

## **What qualifications will I get?**

You will achieve a Level 1 or a Level 2 Technical Award in Health and Social Care.

For further details, please contact:  
Miss E Binns [ellen.binns@northgosforth.co.uk](mailto:ellen.binns@northgosforth.co.uk)

# HISTORY GCSE

## **What will I learn?**

### **Paper 1: Understanding the Modern World**

#### **Section A: Period Studies**

##### **1D America, 1920–1973: Opportunity and Inequality**

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.

#### **Section B: Wider World Depth Studies**

##### **Conflict and Tension between East and West: 1945-1972**

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

### **Paper 2: Shaping the Nation**

#### **Section A: Thematic Studies**

##### **2A Britain: Health and the People: c1000 to the Present Day**

This thematic study will enable you 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.

#### **Section B: British Depth Studies Including the Historic Environment**

##### **Norman England c1066-1100**

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The Depth Study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary Historical controversies.

## **How will I learn?**

GCSE History is a long established subject. It is a subject that stimulates debate, encouraging you to express your views in an articulate manner. It is the study of why people have behaved the way they did in the recent past. Explaining the reasons why people behaved this way and did the things they did is a key challenge, and you should be prepared to argue a case.

By using skills of listening, speaking, negotiating, compromise, judgement and analysis, you will interrogate sources, solve problems and develop your own conclusions to prepare you for the exams at the end of Year 11. The exams use a mixture of source-based questions and some longer ones where you get the opportunity to display the knowledge that you have acquired, so it is essential that you can retain knowledge and deploy it to good effect in an argument.

The department uses a range of resources; visual (photographs, cartoons, DVD) and written, within a range of learning experiences. Co-operative group work, where everyone

participates, is a feature of discussion work. Regular homeworks are in the form of exam questions to get you used to the techniques used to answer the questions.

**It should be pointed out that the GCSE in History is widely acknowledged to be a very challenging course. The work that you will be expected to do will involve close reading of source material as well as learning the techniques required to write long and short answers as well as essays. For this GCSE course, a good level of literacy skills are essential.**

### **What skills will I develop?**

By studying for this GCSE, you will acquire skills that employers will recognise. They will know that:

- You can understand how people tick, what motivates them, what they think and feel
- You are able to gather and read different kinds of information
- You are able to look carefully at this information and can check it for bias or propaganda
- You can read maps, graphs and other diagrams
- You are able to communicate clearly and have learned to express yourself verbally and on paper
- You can plan and produce extended written pieces which fully explain what you think

### **How will I be assessed?**

#### **Paper 1 - Understanding the Modern World**

- In Section A, there is a period study, with a focus on two key developments in a country's history over at least a 50-year period.
- In Section B, there is a wider world depth study. This focuses on international conflict and tension.
  - Written exam: 2 hours
  - 84 marks (including 4 marks for spelling, punctuation and grammar)
  - 50% of GCSE

#### **Questions**

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

#### **Paper 2: - Shaping the Nation**

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

#### **Questions**

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

<b>Paper 1: Understanding the Modern World At the end of Year 11</b>	<b>2 hours</b>	America, 1920–1973: Opportunity and Inequality Conflict and Tension in Asia, 1950–1975
<b>Paper 2: Shaping the Nation At the end of Year 11</b>	<b>2 hours</b>	Britain: Health and the People: c1000 to the Present Day Elizabethan England, c1568–1603

### **What qualifications will I get?**

A GCSE in AQA GCSE History at grade 1 (lowest) to 9 (highest)

For further details, please contact:  
Mr R Ayre [richard.ayre@northgosforth.co.uk](mailto:richard.ayre@northgosforth.co.uk)

# INTERACTIVE MEDIA

## CAMBRIDGE NATIONAL

### What will I learn?

You will study 2 mandatory units and choose 1 optional unit.

#### The two mandatory units are:

- Unit R093: Creative iMedia in the media industry

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- o The media industry
- o Factors influencing product design
- o Pre-production planning
- o Distribution considerations

- Unit R094: Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- o Develop visual identity
- o Plan digital graphics for products
- o Create visual identity and digital graphics

#### There are 5 optional units to choose from.

- Unit R095: Characters and comics
- Unit R096: Animation and audio
- Unit R097: Interactive digital media
- Unit R098: Visual imaging
- Unit R099: Digital games

### How will I learn?

- Theory based lessons mixed with practical challenges and tasks to aid understanding
- Paired work
- Independent research/study
- Use of past papers and assessments

### What skills will I develop?

- Developing visual identities for clients
- Planning and creating original digital graphics
- Planning, creating and reviewing original digital media products.

### **How will I be assessed?**

The course is divided into three units.

One is a written exam (R093) the other two are set assignments units. All three units are equally weighted. The set assignments are completed throughout the two year course. You will take the exam in May/June of Year 11. The exam is 1 hour 30 minutes and out of 70 marks.

To gain the overall qualification all three units must be achieved.

### **What qualification will I get?**

You will get an OCR Level 1/2 Cambridge National in Creative iMedia (Technical Award).

All results are awarded on the following scale:

Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified

For further details, please contact:

Ms E Francis [emma.francis@northgosforth.co.uk](mailto:emma.francis@northgosforth.co.uk)

# MEDIA STUDIES

## GCSE

### What will I learn?

- To **think about** the media and **create media texts**
- To appreciate and understand the media and its role in our daily lives
- An understanding of how the media has changed over time through the study of some historic and contemporary texts
- To develop an understanding of the link between the media product, the industry that produces it and its audience
- To analyse set media products, e.g. television programmes, music videos, magazines, blogs and gaming using appropriate media vocabulary
- How products are constructed and how they attract and appeal to audiences, e.g. what is it about television adverts that make us want to buy the product? What strategies do film posters use to persuade us to go and see the film?
- To plan, create and produce your own media products including television sequences, music videos, advertising campaigns and magazine pages using your own original images

### How will I learn?

You will learn in a range of different ways to allow you to develop your understanding of the media:

- Through **thinking about** the media, including watching, reading, and listening to media texts
- Through working in groups to investigate an area of the media or to create a media product
- Through researching and planning for production work
- Through demonstrating your understanding by **creating for** the media including planning, producing and presenting media texts
- Through taking an active interest in what is happening in the media on a day-to-day basis. The media is ever-changing and it is an expectation that you are aware of what is going on around you and that you engage in independent study

### What skills will I develop?

You will develop the following skills:

- Investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to you and the world in which you live
- Analytical skills – learning to understand how media products work, the industry that produces them and how they attract audiences, e.g. why do different audiences enjoy different television programmes and read different newspapers?
- Technical skills associated with creating and producing texts.

## **How will I be assessed?**

The course has three components – **two examinations and an internally assessed production.**

The internal production assessment counts for 30% of the final grade and the examinations are 70%.

**Component 1:** Exploring the media. The focus here will be the following media forms: magazines, marketing (film posters), newspapers, print advertisements, radio and video games.

- Written exam
- 1 hour 30 minutes
- 40% of qualification

**Component 2:** Understanding Media Forms and Products. The focus here is Television and Music Video.

- Written exam
- 1 hour 30 minutes
- 30% of qualification

**Component 3:** Creating Media Products. For this internal assessment, you are given options and will choose between television, music video, advertising and magazines.

- Non-exam assessment (coursework)
- 30% of qualification

The final production assignment will be completed in the summer term of Year 10.

The final examination will be in June of Year 11.

## **What qualification will I get?**

At the end of the course, you will get a GCSE in Media Studies at grade 1 (lowest) to 9 (highest).

For further details, please contact:

Mrs E Marshall [emma.marshall@northgosforth.co.uk](mailto:emma.marshall@northgosforth.co.uk)

# MUSIC PRACTICE

## BTEC TECH AWARD

### What will I learn?

#### Component 1: Exploring Music Products and Style

In this component you will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Learning outcomes

A Demonstrate an understanding of styles of music

B Apply understanding of the use of techniques to create music.

#### Component 2: Music Skills Development

In this unit you will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting your progress and planning for further improvement.

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, 'Soundcloud' and other platforms to share your work and skills development with others. Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future.

Learning outcomes

A Demonstrate professional and commercial skills for the music industry

B Apply development processes for music skills and techniques.

#### Component 3: Responding to a Music Brief

In this component you will be given the opportunity to develop and present music in response to a given music brief.

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music

brief as a composer, performer or producer. You will develop and present an original creation. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

Features explored:

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a computer software to create music and associated hardware to create an original piece of music from a given starting point.

### **How will I learn?**

This is a very practical based course, you will study concepts and styles of music with your teacher, once you understand the musical concept, you will then rehearse as a band and perform songs in that style, to deepen your understanding.

### **What skills will I develop?**

You will develop many musical skills as well as transferable skills during the course including;

- Developing as a young musician on your chosen instrument or voice
- Develop your understanding of how music is produced for media and be able to compose and produce music from a given brief
- Develop your understanding of various musical styles over the last 60 years and be able to recreate these when you perform or compose your own music
- Ability to work to deadlines and as part of a team
- How to create your own original music in a variety of styles and genres.

### **How will I be assessed?**

You will spend time studying musical genres and concepts with your teacher and then recreate these styles as well as own musical productions, each of the 3 components of the course are assessed by producing coursework and musical performances/compositions/production work in a 1 hour window of controlled time.

### **What qualification will I get?**

Students will achieve a level 2 BTEC in music.

For further details, please contact:  
Mr P Wilson [paul.wilson@northgosforth.co.uk](mailto:paul.wilson@northgosforth.co.uk)



Student Name :	Reg :
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## OPTION CHOICE FORM

### NORTH GOSFORTH ACADEMY

### Curriculum Offer – Options September 2023

COMPULSORY CORE					
English	✓	Mathematics	✓	Science	✓
PE	✓	Learning for Life	✓		

GUIDED CHOICES
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Tick one subject in this option block.

Option B	
Digital Technology	<input type="checkbox"/>
Health and Fitness	<input type="checkbox"/>

Tick one 1<sup>st</sup> and one 2<sup>nd</sup> GCSE choice in each option block.

Option A	1 <sup>st</sup>	2 <sup>nd</sup>	Option C	1 <sup>st</sup>	2 <sup>nd</sup>	Option D	1 <sup>st</sup>	2 <sup>nd</sup>
History	<input type="checkbox"/>	<input type="checkbox"/>	Geography	<input type="checkbox"/>	<input type="checkbox"/>	History	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	Media Studies	<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness	<input type="checkbox"/>	<input type="checkbox"/>
			Health and Fitness	<input type="checkbox"/>	<input type="checkbox"/>	Enterprise	<input type="checkbox"/>	<input type="checkbox"/>
			Design Technology	<input type="checkbox"/>	<input type="checkbox"/>	Design Technology	<input type="checkbox"/>	<input type="checkbox"/>
			Interactive Media	<input type="checkbox"/>	<input type="checkbox"/>	Music	<input type="checkbox"/>	<input type="checkbox"/>
			Hospitality and Catering	<input type="checkbox"/>	<input type="checkbox"/>	Health and Social Care	<input type="checkbox"/>	<input type="checkbox"/>
			Art	<input type="checkbox"/>	<input type="checkbox"/>	Childcare	<input type="checkbox"/>	<input type="checkbox"/>
					Drama	<input type="checkbox"/>	<input type="checkbox"/>	

*You will probably get your first choices but occasionally a second choice may have to be studied.*

***Do not tick any subject more than once as a first choice on this form.***

Completed forms MUST be returned to tutor no later than **Friday 24<sup>th</sup> March 2023**

Parent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_





North Gosforth  
Academy

North Gosforth Academy



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