



# Nailsea School Year 9 Guided Choices

2026 – 2028





# Contents

<u>Introduction</u>	<u>2</u>
<u>Key dates for Year 9 Guided Choices 2025</u>	<u>2</u>
<u>Examination Information</u>	<u>2</u>
<u>Different Types of Qualifications</u>	<u>3</u>
<u>The English Baccalaureate</u>	<u>3</u>
<u>The Guided Choices Process</u>	<u>4</u>

## **Core Subjects**

<u>English Language - GCSE</u>	<u>5</u>
<u>English Literature - GCSE</u>	<u>6</u>
<u>Mathematics - GCSE</u>	<u>7</u>
<u>Combined Science - GCSE</u>	<u>8</u>
<u>Triple Science - GCSE</u>	<u>9</u>

## **Option Subjects**

<u>3D Art - GCSE</u>	<u>10</u>
<u>Fine Art - GCSE</u>	<u>11</u>
<u>Business Studies - GCSE</u>	<u>12</u>
<u>Computer Science - GCSE</u>	<u>13</u>
<u>Design Technology—GCSE</u>	<u>14</u>
<u>Design Technology - Textiles GCSE</u>	<u>15</u>
<u>Drama - GCSE</u>	<u>16</u>
<u>Film Studies - GCSE</u>	<u>17</u>
<u>Food and Nutrition - GCSE</u>	<u>18</u>
<u>French - GCSE</u>	<u>19</u>
<u>Geography - GCSE</u>	<u>20</u>
<u>Health &amp; Social Care - BTEC</u>	<u>21</u>
<u>History - GCSE</u>	<u>22</u>
<u>Information Technologies - Cambridge Nationals Certificate (Level 2)</u>	<u>23</u>
<u>Media Studies GCSE</u>	<u>24</u>
<u>Music - GCSE</u>	<u>25</u>
<u>Photography - GCSE</u>	<u>26</u>
<u>Physical Education—GCSE</u>	<u>27</u>
<u>Religious Studies —GCSE</u>	<u>28</u>
<u>Sport Studies - Cambridge Nationals Certificate (Level 2)</u>	<u>29</u>
<u>Spanish - GCSE</u>	<u>30</u>



## Introduction

During the next few weeks you will be choosing the courses that you will be following in Years 10 and 11. For the first time you will get a say in what you learn. It is important that you, your teachers and your parents/carers, work together to make sure that you choose the most appropriate options for your future.

At Nailsea School our aims are for you to:

**Study courses that suit your abilities, skills and aspirations;**

**Follow a curriculum that is broad and balanced;**

**Be given the opportunity to focus on your strengths**

Over the coming weeks, you will get many opportunities for information, advice and guidance about your options. We may recommend some courses for you personally, based on your strengths and needs. If so we will discuss this with you and your parents/carers.

It is important to remember that whilst we try our best to ensure that most students have their preferred choice of subjects some students, every year, do need to move to their reserve choices. This is because some courses cannot run if very few students choose it, some subjects have limited places and some combinations of subjects cannot be timetabled. It is really important, therefore, that students carefully consider their reserve choices. Students and parents will be kept informed if there is an issue with any of the choices made and staff will help advise and explore other possibilities.

**Dee Elliott - Headteacher**

## Key Dates for Year 9 Guided Choices 2026

### 22nd January Guided Choices Evening 5pm—7pm

Presentations will take place at 5.30pm and at 6.30pm—Miss Dee will be available after each of these presentations to discuss any queries that you may have.

### Application Forms

The application form must reach Miss Dee by 3pm on Thursday 12th February — please hand it to her, or post it in the box outside student reception.

### Term 6 2026

Year 9 Students will have their final choices for 2026 to 2028 confirmed.

## Examination Information

The traditional A\*—G grading has been replaced by a 9 - 1 scoring system (9 is the highest). These new grades are comparable with the older grades as shown below, as are the equivalent technical qualifications.

GCSE Qualifications			
New	9 8 7	6 5 4	3 2 1 U
Traditional	A* A	B C	D E F G U

BTEC & Cambridge National Qualifications (Health & Social Care, & Sports Studies,			
Grade	Description	Equivalent Points	GCSE Equivalent
L2D*	Level 2 Distinction *	8.5	8/9
L2D	Level 2 Distinction	7	7
L2M	Level 2 Merit	5.5	5/6
L2P	Level 2 Pass	4	4
L1D	Level 1 Distinction	3	3
L1M	Level 1 Merit	2	2
L1P	Level 1 Pass	1	1



# Different Types of Qualifications

There are different types of qualifications available within different grading systems. However they can be compared as shown below.

Level	Examples
Level 1	GCSE grades 1-3 / BTEC Level 1 / Cambridge National Level 1
Level 2	GCSE grades 4-9 / BTEC Level 2 / Cambridge National Level 2
Level 3	A Levels / BTEC Advanced / Cambridge Technical
Level 4	University Degrees / HNDs

In years 10 and 11, courses offered will result in qualifications at Level 1 and 2. Two types of qualifications are available.

## 1 GCSE Courses

These are the majority of our courses at Nailsea School. They involve examinations at the end of the course. Final grades are 9 – 1 or a ‘fail’. All grades from 1 upwards are passes.

## 2 Applied Courses—BTEC / Cambridge National and Others

A number of our options are applied course, these are often a more vocational option. These courses are characterised by having...

- Fewer examinations
- Continuous assessments throughout the course marked by your teacher.

Applied courses tend to suit students that will perform consistently over two years but may not perform so well in an examination setting.





## The Guided Choices Process

### What happens when the forms are submitted?

Once the deadline for the submission of forms has passed they are analysed to work out how many students have opted for each subject. If a subject does not gain enough interest to be viable, (a number decided by the Senior Leadership Team within the school) the course will not be offered. Additionally, if there are courses that are more popular, then more classes of this subject may be assigned. The choice to run additional classes of a subject will also need to take into account staffing and timetabling constraints. These decisions are taken on an annual basis based on timetable commitments already in place and budgetary constraints.

### How are choices allocated?

The ranking of subjects by students is the initial criteria used to allocate subjects. For subjects that have specific entry requirements, progress reports are used to see if the student has achieved these. Priority allocation will always be given to students that have met the entry requirements. If a student has applied for a course where they have not met the entry requirements, a reserve option will be allocated. In an ideal scenario, we would like to offer all students their top 4 ranked choices, but this is not always possible.

### What if a course is over-subscribed?

As classrooms can only hold a certain number of students, some subjects will invariably be oversubscribed. If a second class will not be running for this subject the following criteria are used (in order) to allocate the places.

- Ranking of subject
- Entry requirements (if applicable)
- Discounting (explained further down)

If the class remains oversubscribed, a holistic conversation is had with the curriculum leader (and Heads of House if needed) to assign the spaces.

### Why can't I take certain combinations of subjects together?

As a school, we are proud of our students' ability to select from a range of subjects to enable them to experience a broad and balanced curriculum at GCSE level. Additionally, there are government expectations of the number of GCSE subjects a student will sit (currently 8). To ensure these expectations are met, students are unable to study a combination of subjects that **discount**. Discounting refers to a student sitting two subjects that the government class as being too similar. If this is the case, the student does not get full recognition for both subjects, rather just the highest graded.

As such, the following combinations cannot be studied alongside each other. To prevent this, they will generally be timetabled at the same time as each other. Students can only be in one class, not both.

- GCSE Fine Art and GCSE 3D Art
- GCSE Design Technology and GCSE Design Technology: Textiles
- GCSE Media Studies and GCSE Film Studies
- Cambridge National Sport Studies and GCSE PE

There is nothing preventing a student selecting both subjects in the combinations above (eg: Fine Art and 3D Art) as an option but they will be unable to study both.

### Will I be told if I don't get my top four?

Not necessarily. Students are told during the options assembly and launch that they will get some combination of their 6 choices, with the priority being the ranking order. If a student's combination does not fit into the timetable model, or there is some other reason why a combination of the top six cannot be offered, students will be spoken to directly with a list of available replacement courses provided.

### When will I be told about my final offer?

Processing the forms and allocating combinations is a complex process. As a result of this, students are told their combination of subjects at the start of term 6.



# GCSE English Language

**Contact Person:** Ms CB Jacobs

**Contact Email:** [cjacobs@nailseaschool.com](mailto:cjacobs@nailseaschool.com)

## Why do you have to study GCSE English Language?

Studying English is essential for two reasons. Firstly, it makes you a better, happier person. Secondly, it is the medium in which all other subjects are taught. If you get your Language skills right, everything else falls into place. This is because everything we do inside and outside of school involves English, from writing applications and formal emails to social media and other online communication. Getting the right words in the right order is the key to happiness.

Written English is a taught skill – it isn't acquired, like speech; you have to chip away and learn structure, coherence and accuracy. Getting to grips with this and adding in imaginative depth is what helps us navigate the world of work and home. However, communication skills are not solely about technical accuracy, but about charisma, writing and speaking with feeling, capturing the cadence of compelling vocabulary and establishing your voice.

Studying English offers the chance to explore the way we communicate, why we say the things we do and how patterns of words create meaning. More than that, it gives you the opportunity for a freedom of expression, whether writing lovely narratives, reflecting on your sense of self, or shaping sentences in order to convince someone that your view is important.

## Skills/attributes developed/required:

- An ability to think for yourself and apply a framework to a text
- Creativity and imagination
- A critical, personal viewpoint
- A willingness to express ideas with confidence, even if that confidence can be fragile!

## Examination Information

**Exam Board:** AQA

**Exam:** 100%

**Course outline:**

**Component 1** - 50% Exploration in Creative Reading and Writing (*fiction*)

**Component 2** - 50% Writers' Viewpoints and Perspectives (*non-fiction*)

**Component 3** - (un-weighted) Spoken Language

## Where can it take me?

**Next Steps:** There is no shortcut – you need English for whatever you do next, and a pass is the minimum entry requirement for course, apprenticeships and all A Levels.

**Future career opportunities that this subject may lead to:** the English GCSE and A Level is recognised and valued by universities and employers. It fits with the English suite of subjects and careers – like writing, journalism, communications, PR, marketing, law and linguistics. However, it also acts as a perfect counterweight to other subjects and careers because of the skills inherent to the study of language and literature.

## What Key Skills will I gain by taking English Language?

<input checked="" type="checkbox"/> Analysing	<input type="checkbox"/> Independent Learning
<input checked="" type="checkbox"/> Communication - Verbal	<input checked="" type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input checked="" type="checkbox"/> Listening Skills
<input checked="" type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Decision Making	<input checked="" type="checkbox"/> Reading
<input checked="" type="checkbox"/> Evaluating	<input type="checkbox"/> Research
<input type="checkbox"/> Hands-On / Technical Skills	<input type="checkbox"/> Team Work

# GCSE English Literature

**Contact Person:** Ms CB Jacobs

**Contact Email:** [cjacobs@nailseaschool.com](mailto:cjacobs@nailseaschool.com)

## Why do you have to study GCSE English Literature?

Language and Literature are studied in tandem with good reason. They are complementary and there is significant overlap between the two. However, if pushed to state the difference, language is about communication; whereas literature is about meaning. Texts don't exist in isolation; they are a product of values, both from the author and society, and they fit into a pattern of other published texts. In effect, all works of literature are a part of a huge and changing conversation, spanning centuries and featuring every conceivable viewpoint. By teaching you how to analyse literature, we are empowering you to become a part of that conversation.

We study Literature in school because it tells us important truths about ourselves, our lives and our subjectivity. We look at literary texts with a contemporary eye, thinking about then and now, how we have changed and what this means. It is about themes, the big ones – gender, race, life, death, personal happiness, and we work together to decode the tensions which animate our set texts. This involves exploring the time and context in which works are produced, and how these factors press down on a text to reshape meaning. In working out what a book might mean, we are also defining something about ourselves and the things that matter to us.

## Skills/attributes developed/required:

- A desire to get close to the text, to look at words and phrases and think about what they mean
- A willingness to engage with different forms: drama, poetry and novels
- The ability to see things differently, to explore more than one meaning
- The capacity to see that meaning is rarely certain. It is what we think about things and how we express it that matters the most.

## Examination Information

**Exam Board:** AQA

**Exam:** 100%

**Course outline:**

**Component 1:** Shakespeare and the 19<sup>th</sup> Century Novel (40% of the qualification)

**Component 2:** Modern Texts and Poetry (60% of qualification)

## Where can it take me?

**Next Steps:** In line with Language, a Literature pass is a key that unlocks further study in all subjects.

**Future career opportunities that this subject may lead to:** Future career opportunities: the English GCSE and A Level is recognised and valued by universities and employers. It fits with the English suite of subjects and careers – like writing, journalism, communications, PR, marketing, law and linguistics. However, it also acts as a perfect counterweight to other subjects and careers because of the skills inherent

## What Key Skills will I gain by taking English Literature?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing               | <input type="checkbox"/> Independent Learning            |
| <input type="checkbox"/> Communication - Verbal             | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills     |
| <input checked="" type="checkbox"/> Creative Thinking       | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                           | <input type="checkbox"/> Problem Solving                 |
| <input type="checkbox"/> Decision Making                    | <input checked="" type="checkbox"/> Reading              |
| <input type="checkbox"/> Evaluating                         | <input type="checkbox"/> Research                        |
| <input type="checkbox"/> Hands-On / Technical Skills        | <input type="checkbox"/> Team Work                       |



# GCSE Maths

**Contact Person:** Mrs R Coates

**Contact Email:** RCoates@nailseaschool.com

## Why do you have to study GCSE Maths?

Just as languages provide the building blocks and rules we need to communicate, Maths uses its own language. Made up of numbers, symbols and formulas, this language explores the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Maths helps us find patterns and structure in our lives. Practically, Maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

As a subject, Maths is also continually growing and changing as mathematicians and scientists expand on what they already know to discover new theories and inventions.

## Skills/attributes developed/required:

Maths is one of the best subjects to develop your **analytical**, **research** and **problem solving** skills. Not only will studying Maths give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop **logic** to tackle everyday issues like **planning** projects, **managing** budgets and even **debating** effectively.

## Examination Information

**Exam Board:** Edexcel

**Exam:** 100% Examination 1 x non-calculator paper & 2 x calculator papers

**Course content:** This will be dependent on whether you sit the higher or foundation course. Your teachers will decide the most appropriate course for you.

Foundation = Grades 1—5

Higher = Grades 4—9

## Where can it take me?

**Next Steps:** Continue to Level 3 Mathematics qualifications or apprenticeships

**Future career opportunities that this subject may lead to:** Level 3 qualifications in Mathematics lead to many degree courses or careers in Science, Engineering, Accountancy and Medicine among many others.

## What Key Skills will I gain by taking Maths?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Learning       |
| <input type="checkbox"/> Communication - Verbal                 | <input type="checkbox"/> Independent Thinking       |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Listening Skills           |
| <input type="checkbox"/> Creative Thinking                      | <input type="checkbox"/> Presentation Skills        |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Decision Making             | <input type="checkbox"/> Reading                    |
| <input checked="" type="checkbox"/> Evaluating                  | <input type="checkbox"/> Research                   |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input checked="" type="checkbox"/> Team Work       |

# GCSE Combined Science

**Contact Person:** Mrs M Evry

**Contact Email:** MEvry@nailseaschool.com

## Why do you have to study Science?

Science plays a pivotal role in many careers and it is vital that you have an understanding of the basic principles within all Sciences.

Biology is the study of the natural world and all the living things in it, from the largest mammals down to our very own microscopic DNA, trying to understand how animals and organisms work; how we evolved and the things that can make us sick or improve our health. Biologists use this knowledge to do things like trying to stop the spread of disease, improve public health, animal care and conservation and to work out the true impacts of things like pollution.

Physicists look for all the hidden laws that explain why all matter and energy in the known universe exists, where it comes from and how it behaves the way it does, e.g. how forces of nature, like gravity, work or how aircraft stay up in the air. Physicists use the laws they uncover to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft.

Chemists conduct experiments to study how elements work in different conditions, test how they mix, and work out what they are made up of right down to the tiniest particle. The results can be ground-breaking, colourful, explosive, or almost impossible to see. Chemists use their experiments and knowledge to develop medicines, foods, fabrics and other materials, from neon lights to shatterproof glass. They also use it to understand the world around us, from why leaves change colour to discovering invisible pollutants in the air. Chemistry is known as the 'central Science' because it helps to connect Physical Sciences, like Physics, with Applied Sciences, like Biology and Engineering. All KS4 Science candidates are taught by subject specialists.

**Combined Science** is equivalent to 2 GCSEs and candidates study a mix of all 3 Sciences for 10 periods/fortnight.

## Examination Information

**Exam Board:** AQA

**Exam:** 100% Exam

**Exam outline:**

**Combined Science is 2 GCSEs**

6 exams, 2 for each Science. Each examination is worth 50% of each Science. Examinations total 100%. The qualification is linear, so students will sit all exams at the end of Y11. These exams are 75 minutes long.

Year 9 have started covering content for GCSE Sciences already. Students should consult with their teacher before choosing their preferred science course.

For further information on the Combined Science and Triple Science courses please contact the Head of Science.

## Where can it take me?

**Next Steps:** A Level Sciences and other Level 3 courses including Human Biology and apprentice opportunities

**Future career opportunities that this subject may lead to:** Medicine, Dentistry, Engineering, Pharmaceuticals, Forensic science, Veterinarian and similar courses, Maths, Psychology, Midwifery, Paramedic services, Personal training, Catering. As a core subject, most career paths have a Science link.

## What Key Skills will I gain by taking Science

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Thinking       |
| <input type="checkbox"/> Communication - Verbal                 | <input type="checkbox"/> Listening Skills           |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Presentation Skills        |
| <input type="checkbox"/> Creative Thinking                      | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Debating                               | <input type="checkbox"/> Reading                    |
| <input type="checkbox"/> Decision Making                        | <input checked="" type="checkbox"/> Research        |
| <input checked="" type="checkbox"/> Evaluating                  | <input checked="" type="checkbox"/> Team Work       |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills |   |
| <input checked="" type="checkbox"/> Independent Learning        |   |

# GCSE Triple Science

**Contact Person:** Mrs M Evry

**Contact Email:** MEvry@nailseaschool.com

## Why do you have to study Science?

Studying Triple Science results in students gaining three separate Science GCSEs in Biology, Chemistry and Physics. These separate Sciences are suitable for those who enjoy the hard work and practical activities involved in the study of Science. Studying separate Sciences at GCSE allows students to unpick how the world around them works and consider how advances in Science have led to some incredible breakthroughs. The implications and impact on our world of scientific advances will also be studied.

Three Science GCSEs can open the door to many career opportunities, however, it should not be undertaken lightly as students will have many hours of Science lessons a fortnight, therefore a passion for Science is important.

The Triple Science option involves the study of extra topics in Biology, Chemistry and Physics, as well as studying those from Combined Science in more depth. Additional content present in Triple Science includes: The Use of Antibodies in Medicine, Sustainable Food Production, Nanoscience, The Science of Polymers, Space Science and The Behaviour of Infrared Radiation.

This course is more demanding than the double science course and will be taught over 15 hours per fortnight.

As with Combined Science, triple science can be examined at both Higher and Foundation Tiers.

**Triple Science** is equivalent to 3 GCSEs and candidates study a mix of all sciences for 15 periods/fortnight.

## Examination Information

**Exam Board:** AQA

**Exam:** 100% Exam

**Exam outline:**

**Separate Science is 3 GCSEs**

6 exams, 2 for each Science. Each examination is worth 50% of each Science. Examinations total 100%. The qualification is linear, so students will sit all exams at the end of Y11. These exams are 105 minutes long.

Year 9 have started covering content for GCSE Sciences already. Students should consult with their teacher before choosing their preferred science course.

For further information on the Combined Science and Triple Science courses please contact the Head of Science.

## Where can it take me?

**Next Steps:** A Level Sciences and other Level 3 courses including Human Biology and apprentice opportunities

**Future career opportunities that this subject may lead to:** Medicine, Dentistry, Engineering, Pharmaceuticals, Forensic science, Veterinarian and similar courses, Maths, Psychology, Midwifery, Paramedic services, Personal training, Catering. As a core subject, most career paths have a Science link.

## What Key Skills will I gain by taking Science

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal                 | <input type="checkbox"/> Independent Thinking            |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Listening Skills                |
| <input type="checkbox"/> Creative Thinking                      | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                        | <input type="checkbox"/> Reading                         |
| <input checked="" type="checkbox"/> Evaluating                  | <input checked="" type="checkbox"/> Research             |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input checked="" type="checkbox"/> Team Work            |

# GCSE 3D Art

**Contact Person:** Ms R Davies

**Contact Email:** rdavies@nailseaschool.com

## Course Outline:

Studying 3D Art can offer a range of benefits and skills that are valuable both academically and personally. This 'design and make' subject offers a unique platform for creative expression, allowing students to explore and communicate their ideas and perspectives in three-dimensional form. This subject aims to foster creativity, critical thinking, cultural awareness, and personal growth, providing students with a well-rounded education and a foundation for further exploration in the arts.

The course is divided into two components – a coursework portfolio (60%) and an externally set task (40%). Both of these units of work will offer the opportunity to explore different types of 3D Design and Art, concentrating on sculpture and ceramics. In the early part of year 10, we will aim to build up each learner's skill base whilst working with clay, including coiling, slab building and model-making. As the course progresses, an increasingly independent and refined technical and conceptual response will be encouraged.

## Skills/attributes developed/required:

Creativity, and individual responses to tasks, drawing and designing, expressing ideas and concepts through designs. Technical skills with 3D making processes, such as clay coiling, slab building, and model making. Appreciation of art contexts (genres, artists, socio-cultural-economic factors).

## Additional considerations:

There is the opportunity to attend a trip to London, to view the collections of several major galleries, in the October of Year 11. Also, we sell a 3D Art kit, which provides a range of sketchbooks and materials (including clay and glaze), which are essential for the course. The price for this kit is £25.

## Examination Information

**Exam Board:** OCR

**Exam:** 60% Course work (portfolio) 40% Exam

**Exam Outline:**

**Coursework Portfolio**—The Portfolio is made up of practical work, including sketchbooks and many 3D pieces, usually manufactured from clay, but sometimes featuring mixed-media (papier mache; wire sculptures etc.).

**Exam**- The externally set exam offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The early release paper will be issued in January and will provide learners with five themes, each with a range of written and visual starting points and stimuli. Learners will have up to 10 hours (two school days) in which to independently realise their response(s) through the production of one or more personal outcome(s) – usually a large-scale clay model.

## What Key Skills will I gain by taking Art?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Learning            |
| <input type="checkbox"/> Communication - Verbal                 | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Listening Skills                |
| <input checked="" type="checkbox"/> Creative Thinking           | <input checked="" type="checkbox"/> Presentation Skills  |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                        | <input type="checkbox"/> Reading                         |
| <input type="checkbox"/> Evaluating                             | <input type="checkbox"/> Research                        |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work                       |

## Where can it take me?

**Next Steps:** This course will support progression from GCSE (9–1) into AS level or A level study, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant. At Nailsea School, A Level Fine Art is the direct progression route.

**Future career opportunities that this subject may lead to:** Artist, Designer, Sculptor, Architect, Model-maker, Animator, Prop-Maker, Ceramicist, Furniture Designer, Logo/Brand Designer, Interior Designer, Packaging Designer, Advertising, Art Therapist, Art Educator...

# GCSE Fine Art

**Contact Person:** Ms R Davies

**Contact Email:** rdavies@nailseaschool.com

## Course Outline:

Studying Fine Art provides a unique platform for self-expression. It allows students to explore and communicate their thoughts and ideas through drawing and painting, fostering creativity and originality. It offers a rich and multifaceted experience that goes beyond the development of artistic skills.

The course is divided into two components – a coursework portfolio (60%) and an externally set task (40%). Both of these units of work will offer the opportunity to explore different genres of art, such as portraiture and still life, and to render these in a range of techniques and materials. In the early part of Year 10, we will aim to build up each learner's skill base within the Fine Arts, primarily within painting, drawing and print-making. As the course progresses, an increasingly independent and refined technical and conceptual response will be encouraged.

## Skills/attributes developed/required:

Creativity, and individual responses to tasks, observational drawing, composition and visual layouts. Technical skills with Fine Art processes, such as paint (watercolour, acrylic, gouache) and print-making (monoprint, screenprint, drypoint etc). Appreciation of art contexts (genres, artists, socio-cultural-economic factors).

## Additional considerations:

There is the opportunity to attend a trip to London, to view the collections of several major galleries, in the October of Year 11. Also, we sell a Fine Art kit, which provides a range of sketchbooks and materials, which are essential for the course. The price for this kit is £25.

## Examination Information

**Exam Board:** OCR

**Exam:** 60% Coursework (portfolio) 40% Exam

### Course outline:

**Portfolio.** The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area within Fine Art – usually painting and drawing, but can also include print-making. The coursework submission will include sketchbooks, and final pieces.

**Exam** The externally set exam offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The early release paper will be issued in early January and will provide learners with five themes, each with a range of written and visual starting points and stimuli. Learners will have up to 10 hours (two school days) in which to independently realise their response(s) through the production of one or more personal outcome(s) – usually large-scale paintings.

## Where can it take me?

**Next Steps:** AS level or A level study, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant. At Nailsea School, A Level Fine Art is the direct progression route.

**Future career opportunities that this subject may lead to:** Artist; Illustrator; Graphic Designer; Logo / Brand Design; Typographer; Architect; Advertising; Art Director; Web Design; Video-game design, Make-up artist; Cartoonist; Tattoo Artist; Animator; Art Historian; Arts Therapist; Art Educator.

## What Key Skills will I gain by taking Fine Art?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Learning            |
| <input type="checkbox"/> Communication - Verbal                 | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Listening Skills                |
| <input checked="" type="checkbox"/> Creative Thinking           | <input checked="" type="checkbox"/> Presentation Skills  |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                        | <input type="checkbox"/> Reading                         |
| <input type="checkbox"/> Evaluating                             | <input type="checkbox"/> Research                        |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work                       |



# GCSE Business Studies

**Contact Person:** Mrs Gardiner

**Contact Email:** rgardiner@nailseaschool.com

## Course Outline:

The GCSE Business Studies course offers students the opportunity to explore the dynamic world of business, ranging from small enterprises to large multinational corporations. Through a variety of real-world contexts, students will deepen their understanding of how business decisions are influenced by factors such as operations, finance, marketing, and human resources. They will also develop insights into how these elements are interconnected and how they shape business behaviour across local, national, and global markets. Additionally, the course will focus on the application of both quantitative and qualitative data to business decision-making, helping students understand the challenges and limitations businesses face when making informed choices.

## Skills/attributes developed/required:

The key skills and attributes needed to be successful are:

- 1.**Analytical Thinking:** The ability to look at business problems, understand them, and figure out possible solutions.
- 2.**Numeracy Skills:** Comfort with numbers, calculations, and interpreting data like graphs and charts.
- 3.**Communication:** The ability to explain ideas clearly, both in writing and speaking.
- 4.**Research Skills:** Knowing how to gather and use information to understand business situations.
- 5.**Teamwork:** Being able to work with others, share ideas, and contribute to group projects or discussions.

These skills will help students succeed in the course and develop a better understanding of the business world.

## Examination Information

**Exam Board:** AQA

### Course outline:

Students are assessed through 2 exams which are worth 90 marks and each are 1 hour and 45 minutes in length. Each exam is worth 50% of the final grade. Exams are made up of multiple choice questions, short answer questions and response to case study stimuli.

Paper 1: Influences of operations and HRM on business activity.

Paper 2: Influences of marketing and finance on business activity.

## Where can it take me?

### Next Steps:

**Further Study in Business:** A-Level Business Studies or a Vocational Qualification such as Cambridge Technicals.

**Apprenticeships:** Students interested in gaining work experience while continuing their education can apply for business-related apprenticeships.

**Future career opportunities that this subject may lead to:** Marketing, Finance, Human Resources (HR), Sales and Retail, Project Management, Supply Chain and Logistics, Consulting, Public Relations (PR), Legal and

## What Key Skills will I gain by taking Business Studies?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication—Verbal        | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication—Written       | <input checked="" type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                      | <input checked="" type="checkbox"/> Presentation Skills  |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                        | <input checked="" type="checkbox"/> Reading              |
| <input checked="" type="checkbox"/> Evaluating                  | <input type="checkbox"/> Research                        |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input checked="" type="checkbox"/> Team Work            |

# GCSE Computer Science

**Contact Person:** Mrs S Wheeler

**Contact Email:** [swheeler@nailseaschool.com](mailto:swheeler@nailseaschool.com)

## Course Outline:

Throughout the course we will be looking at a range of computing concepts detailed below.

1. Fundamentals of algorithms: Before you can begin to write computer programmes, you need to learn how to write algorithms – the steps required to solve a problem. This is an essential skill required to think like a computer scientist.
2. Programming: You will learn how to use Python to create interactive programs and solve problems.
3. Fundamentals of data representation: Every word, picture, sound and video stored in a computer system needs to be represented using binary data. In this section of the course you will learn how we achieve this.
4. Computer systems: You will learn about the different components that make up a computer system and how they work together.
5. Fundamentals of computer networks: One of the most useful aspects of modern computing is the ability to network, either locally or over the internet. You will learn the principles of how we achieve this in this section of the GCSE.
6. Cyber security: You will learn about the importance of protecting digital information and how to secure computer systems from cyberattacks.
7. Relational databases: Within this section you will learn how to design and use relational databases, and how to use SQL to manipulate data.
8. Ethical, legal and environmental issues: Did you know that there are laws around the use of computers that are enforceable through the courts, and can even result in prison sentences? In this unit you will learn about those, and also ethical and environmental implications of computers.

## Skills/attributes developed/required:

Students will learn a range of skills from problem-solving, logical reasoning, programming, cyber security awareness and analytical thinking. Strong English and Mathematical skills are required in order to be successful within this course.

## Examination Information

**Exam Board:** AQA

100% exam

**Course outline:**

Two examinations worth 50% each

Paper 1: Computational thinking and programming skills

Paper 2: Computing concepts

Mixture of multiple choice, short answer, longer answer and extended response questions

## Where can it take me?

**Next Steps:** A level in Computer Science or IT. Apprenticeships or Employment in the Computing sector.

**Future career opportunities that this subject may lead to:** Software developer, Network administrator, Data Analyst, Cyber Security Analyst, Artificial Intelligence/Machine Learning Engineer, Games developer, Web developer.

## What Key Skills will I gain by taking Computer Science?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication—Verbal                   | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication—Written                  | <input checked="" type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                      | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving      |
| <input checked="" type="checkbox"/> Decision Making             | <input checked="" type="checkbox"/> Reading              |
| <input type="checkbox"/> Evaluating                             | <input checked="" type="checkbox"/> Research             |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work                       |

# GCSE Design and Technology

**Contact Person:** Mr Tivernan

**Contact Email:** TBC

## Course Outline:

Studying GCSE Design & Technology offers a balance of creativity, technical knowledge and practical problem-solving. This subject challenges students to design and make products that respond to real-world needs, considering how technological, environmental, social, cultural and economic factors influence design decisions.

Design & Technology is a true “*design and make*” subject. Students will explore how products are developed from initial ideas through to final outcomes, learning to think critically, work independently and refine their ideas through an iterative design process. The course supports personal growth by encouraging resilience, innovation and informed decision-making, while providing a strong foundation for further study in creative, technical and engineering-based pathways.

During the course, students will build core knowledge of technical principles, including materials and their properties, modern and emerging technologies, electronic and mechanical systems, and sustainability in design.

Alongside this, students will study designing and making principles, learning how to:

- identify and investigate design problems
- write design briefs and specifications
- generate, develop and communicate design ideas
- make and test prototypes
- analyse and evaluate both their own work and existing products

**Skills/attributes developed/required:** Creative thinking and problem-solving | Designing and communicating ideas through sketches, modelling and CAD | Practical making skills using tools, equipment and materials | Technical understanding of materials, systems and processes | Project management and meeting deadlines | Analytical and evaluative skills | Awareness of how wider social, cultural, environmental and economic factors influence design

**Additional considerations:** Design & Technology is a practical subject and requires commitment to both making and theory. Students will be supported with access to specialist equipment, workshops and digital design tools throughout the course. There may be a contribution towards materials used in practical work, and students are encouraged to maintain an organised design folder or portfolio to support their coursework and revision.

## Examination Information

The Non-Exam Assessment (NEA) allows students to apply this learning to a contextual challenge set by Eduqas. Students will independently design and manufacture a prototype and produce a supporting portfolio of evidence, demonstrating creativity, technical skill and evaluation.

**Exam Board** Eduqas

**Course Structure:** The course is divided into two components, across both components, students will develop a broad understanding of materials, systems and processes, alongside deeper knowledge of at least one material specialism (such as fibres and textiles, timbers, metals, polymers, or papers and boards).

## Where can it take me?

**Next Steps:** Apprenticeships, Engineering

**Future career opportunities that this subject may lead to:** Engineering, Construction, Carpentry, Product Design, Automotive Industries, Advertising, Digital marketing.

## What Key Skills will I gain by taking Design Technology?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Analysing         | <input type="checkbox"/> Decision Making                        |
| <input type="checkbox"/> Communication - Verbal       | <input checked="" type="checkbox"/> Evaluating                  |
| <input type="checkbox"/> Communication - Written      | <input checked="" type="checkbox"/> Hands-On / Technical Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Independent Learning                   |
| <input type="checkbox"/> Debating                     | <input type="checkbox"/> Independent Thinking                   |

# GCSE Design and Technology: Textiles

**Contact Person:** Mrs B Witherow

**Contact Email:** bwitherow@nailseaschool.com

## Course Outline:

GCSE Design and Technology gives students the opportunity to explore the full design process – researching, creating, testing and evaluating real products. With a textiles focus, students will work with fabrics and other materials to design and manufacture high-quality prototypes. Students will learn both traditional techniques and modern CAD/CAM processes including 3D printing and laser cutting. Throughout the course, students develop creativity, independence and problem-solving while responding to real-world design challenges.

### The course is divided into three main areas:

**Core Technical Principles:** A broad grounding in materials, new and emerging technologies, energy systems, mechanical and electrical systems, and wider design factors.

**Specialist Technical Principles:** An in-depth focus on textiles, including fabric properties, construction methods, sustainability, product analysis and industrial practices.

**Designing and Making Principles:** How to develop ideas, write design briefs and specifications, generate and model ideas, and create a final prototype through an iterative design process.

### Skills/attributes developed/required:

Project management, hands-on making and critical analysis.

### Studying Textiles will develop these skills:

Drawing and presentation skills, modelling, evaluating and developing communication of ideas, CAD/CAM. The ability to meet regular deadlines.

### Additional considerations:

A £12 contribution towards materials and fabrics, a revision guide and an A3 folder. There will be a wealth of useful resources to help students through the course.

## Examination Information

**Exam Board:** AQA

**Exam:** 50% Controlled Assessment / 50% Examination (2hr paper)

### Exam Outline:

1. Written Exam – 2 hours (50% of final grade). Assesses all three areas of subject content.

Includes: Section A: Core Technical Principles (20 marks). Section B: Specialist Technical Principles (30 marks), Section C: Designing and Making Principles (50 marks)

At least 15% of the exam will involve maths and 10% will involve science, applied to real design problems.

2. Non-Exam Assessment (NEA) – 30–35 hours (50% of final grade)

A major design and make project, set in response to one of AQA's annual contextual challenges (released each June).

Students will: Investigate design possibilities, Create a design brief and specification, Generate and develop ideas, Produce a final prototype

Analyse and evaluate the effectiveness of their design.

All work is presented in a design portfolio and assessed holistically.

## Where can it take me?

**Next Steps:** A Level study Product Design, / Fashion. 1 year Art and Design Foundation course or direct entry to university.

**Future career opportunities that this subject may lead to:** Fashion Textile Designer, Buyer, Merchandiser, Visual merchandiser, Colourist, Fashion Marketing, Garment Technician, Pattern Grader, Textiles Teacher.

## What Key Skills will I gain by taking Textiles?

<input checked="" type="checkbox"/> Analysing	<input type="checkbox"/> Decision Making
<input type="checkbox"/> Communication - Verbal	<input checked="" type="checkbox"/> Evaluating
<input type="checkbox"/> Communication - Written	<input checked="" type="checkbox"/> Hands-On / Technical Skills
<input checked="" type="checkbox"/> Creative Thinking	<input type="checkbox"/> Independent Learning
<input type="checkbox"/> Debating	<input type="checkbox"/> Independent Thinking

# GCSE Drama

**Contact Person:** Dr J Lloyd

**Contact Email:** jlloyd@nailseaschool.com

## Course Outline:

The Drama GCSE course offers an engaging, motivating, and challenging period of study. It will provide opportunities for students to understand and create Drama as a practical art form in which ideas and meaning are developed and communicated through creative and critical thinking and informed and analytical artistic choices.

The main purpose of this qualification is to allow students to study Drama in an academic setting, interrogating this art form and applying their knowledge and understanding to creating and developing performance.

In both practical components, students can choose to be examined as a design candidate. Design candidates will contribute to their group's performance through creating set, costume, lighting, or sound designs.

## Skills/attributes developed/required:

Acting ability, voice and movement skills, improvisation skills, collaboration, leadership skills, creativity, interpretation skills, problem-solving, evaluation and critique, writing skills, resilience, commitment and discipline, passion for theatre.

## Additional Considerations:

In preparation for the Live Theatre Evaluation in Component 4, students will be required to attend at least one visit to a professional theatre production. We also ask that a personal copy of the set text (Component 4) is purchased and read before September.

## Examination Information

**Exam Board:** OCR

**Assessment:** 60% practical (inc. coursework), 40% theoretical (written exam)

### Course Outline:

**Component 1/2 (Devising Drama)** - Students will devise an original piece of performance based on a stimulus. Accompanying coursework takes the form of a Portfolio of evidence documenting their devising process and final performance. Both the performance and Portfolio will be internally examined and subsequently moderated by the exam board.

**Component 3 (Presenting and Performing Texts)** - Students will rehearse and perform two extracts from a performance text. This will be externally examined by a visiting examiner.

**Component 4 (Drama: Performance and Response)** - Students will explore a performance text in order to respond to questions in a written paper. Students will also be required to analyse and evaluate a live theatre performance.

## Where can it take me?

**Next Steps:** A Level study, Higher Education, Further Education, training or employment. At Nailsea School, A Level Drama is the direct progression route.

**Future career opportunities that this subject may lead to:** Actor, Director, Writer, Producer, Designer (set, costume, lighting, sound), Production roles, PR/Marketing, Events & Hospitality, Media & Journalism, Drama Education, Drama Research, Drama Therapy, Law (Solicitor/Barrister), Arts Administration

## What Key Skills will I gain by taking Drama?

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing                          | <input type="checkbox"/> Independent Thinking        |
| <input checked="" type="checkbox"/> Communication - Verbal  | <input checked="" type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Communication - Written | <input type="checkbox"/> Presentation Skills         |
| <input checked="" type="checkbox"/> Creative Thinking       | <input type="checkbox"/> Problem Solving             |
| <input type="checkbox"/> Debating                           | <input type="checkbox"/> Reading                     |
| <input type="checkbox"/> Decision Making                    | <input type="checkbox"/> Research                    |
| <input type="checkbox"/> Evaluating                         | <input checked="" type="checkbox"/> Team Work        |
| <input type="checkbox"/> Hands-On / Technical Skills        |  |
| <input type="checkbox"/> Independent Learning               |  |



# GCSE Film Studies

**Contact Person:** Miss G Britton

**Contact Email:** gbritton@nailseaschool.com

## Course Outline:

Film is an important part of many people's lives. Through Film Studies, you will be able to experience a powerful medium which inspires a range of responses from the emotional to the reflective as you are drawn into characters, their narratives and the issues films raise. Film offers an immersive audio-visual experience – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and feel it important to study a medium which has such a significant influence on the way people think and feel. This course will introduce you to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. You will develop your knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s. In addition, you will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia. You will cover the following areas in relation to the 6 key films we will study:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- the relationship between film and film technology over time.

## Skills/attributes developed/required:

Analytical, willingness to watch films you might not have heard of before, independence, team work, resilience and organisational skills.

- work independently
- be creative
- think critically & logically
- communicate your ideas with confidence (handy when you're with your mates too!)

## Examination Information

**Exam Board:** Eduqas

**Exam:** 70% Exam and 30% Coursework

### Course outline:

Two examinations worth 35% each.

Exam 1: Range of questions on three films plus film technology

Exam 2: Range of questions on three films

Non-Examination Assessment: Production of a sequence in a film, either as a screen play or a filmed sequence. Evaluation of sequence.

## Where can it take me?

**Next Steps:** A level Film Studies or Media Studies. BTEC level 3 courses.

**Future career opportunities that this subject may lead to:** A wide of career paths. You don't have to want to become a director to take this GCSE! The Film Industry is huge and has many jobs, from creative to more practical.

## What Key Skills will I gain by taking Film Studies?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Learning            |
| <input checked="" type="checkbox"/> Communication - Verbal      | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written     | <input type="checkbox"/> Listening Skills                |
| <input checked="" type="checkbox"/> Creative Thinking           | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                               | <input type="checkbox"/> Problem Solving                 |
| <input type="checkbox"/> Decision Making                        | <input type="checkbox"/> Reading                         |
| <input type="checkbox"/> Evaluating                             | <input type="checkbox"/> Research                        |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work                       |

# GCSE Food Preparation and Nutrition

**Contact Person:** Miss N Allright

**Contact Email:** NAllright@nailseaschool.com

## Course Outline:

Students are taught to cook a variety of delicious and healthy meals to suit a range of dietary requirements. They develop an understanding of nutrition and healthy eating and how to apply this to the food they make. Their skills in planning, organising and independent learning grow alongside their understanding of the science of cooking – what happens to ingredients when they are mixed together and processed. Students will explore different culinary traditions, the sensory properties of food, safety factors and the economic, environmental and ethical issues involved in food production as well as what the future holds. They will use a wide range of utensils and equipment, developing their skills to produce increasingly complex dishes.

The course covers 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation

**What are lessons like?** We cook for 2 lessons out of 5 and also do tastings and group practical tasks as well as fun challenges and occasional trips and visits. Some lessons are studying the theory which will help students understand all about food and nutrition which are needed for the GCSE exam.

**In Year 10**, the course is taught through 6 commodities – Fruit and Vegetables, Cereals, Meat and Fish, Dairy Products, Fats and Sugars. Students learn about the provenance, processing, storage and uses of ingredients by cooking increasingly complex recipes.

**In Year 11**, students will complete 2 assessments set by the exam board and a final exam. This includes a practical assessment where dishes will need to be trialled and perfected based on customer feedback. Students will study the principles of nutrition and a range of core knowledge followed by a comprehensive revision programme.

## Skills/attributes developed/required:

You will need to be well organised, work well in a team or on your own, be interested in food and nutrition and understand the importance of safe working practices .... and enjoy cooking!

## Additional considerations:

Parents/carers will be expected to supply food for practicals, however there will be a subsidy for those eligible for support through the Pupil Premium fund.

## Examination Information

**Exam Board:** Eduqas

**Exam outline:** All GCSE assessment is in year 11

**Assessment 1:** (15% of the qualification) The Food Investigation Assessment– a scientific investigation into an aspect of the function of ingredients. This will be set by the exam board.

**Assessment 2:** (35% of the qualification) The Food Preparation Assessment– this is a practical exam which involves the planning and production of 3 separate dishes under timed conditions. The focus is set by the exam board in November.

**Assessment 3:** (50% of the qualification) Principles of Food Preparation and Nutrition Written examination– a 1hr 45 minute exam at the end of the course.

## Where can it take me?

**Next Steps:** A level Food Science & Nutrition. Level 3 Hospitality and Catering, Catering Apprenticeship, Science

**Future career opportunities that this subject may lead to:** Food Technologist, Dietetics and Sports Nutrition, Hotel and Catering Management, Retailing, as well as the many careers related to Food Production and Health and Fitness, Chef, Product Developer.

## What Key Skills will I gain by taking Food Preparation & Nutrition?

<input type="checkbox"/>	Analysing	<input checked="" type="checkbox"/>	Independent Learning
<input type="checkbox"/>	Communication - Verbal	<input type="checkbox"/>	Independent Thinking
<input checked="" type="checkbox"/>	Communication - Written	<input type="checkbox"/>	Listening Skills
<input type="checkbox"/>	Creative Thinking	<input type="checkbox"/>	Presentation Skills
<input type="checkbox"/>	Debating	<input type="checkbox"/>	Problem Solving
<input checked="" type="checkbox"/>	Decision Making	<input type="checkbox"/>	Reading
<input type="checkbox"/>	Evaluating	<input checked="" type="checkbox"/>	Research
<input checked="" type="checkbox"/>	Hands-On / Technical Skills	<input checked="" type="checkbox"/>	Team Work

# GCSE French

**Contact Person:** Mr Bennetts

**Contact Email:** Ebennetts@nailseaschool.com

## Course Outline:

Studying French opens up so many opportunities. Whether you dream of traveling to Paris, working in a global company, or connecting with French-speaking people across the world, French will give you the skills and confidence to thrive. Plus, it's one of the most widely spoken languages globally, making it a valuable asset for your future studies and career. In Years 10 and 11, you will explore the French-speaking world through a variety of exciting themes that will engage you with language, culture, and global issues. You'll become proficient in French and gain the ability to communicate confidently with French speakers around the world.

Here's what you will study:

- **Identity and Culture:** Discover what makes French culture unique by exploring relationships, technology, free-time activities, and the exciting festivals that bring French-speaking communities together.
- **Local, National, International, and Global Areas of Interest:** From social issues like charity work and healthy living to global challenges and travel, you'll learn how French-speaking countries are tackling real-world problems.
- **Current and Future Study and Employment:** Whether it's talking about your studies, imagining your life after school, or exploring career options, French will help you plan for an exciting future in a global world.

## Skills/attributes developed/required:

In order to succeed in French, you'll need to have a genuine interest in the language and culture, as this will keep you motivated throughout the course. A commitment to regular practice and perseverance is crucial, as language learning requires time and dedication. Attention to detail will be key, particularly when it comes to mastering grammar, pronunciation, and vocabulary. As you gain fluency, you'll develop valuable communication skills, allowing you to express yourself confidently in French in both writing and speaking. Through the process, you'll also experience improved memory, problem-solving abilities, and enhanced cognitive flexibility. All of this will boost your overall confidence and ability to interact with others in French, not just in the classroom, but in real-life situations too.

## Examination Information

**Exam Board:** AQA

**Course outline:** Exams can be taken at a foundation or higher tier. All four skills are tested during exams. Each skill is worth 25% of the final GCSE grade:

**Listening Test** – to test the understanding and responding to different types of spoken language.

**Speaking Test** – to test the ability to communicate and interact effectively in speech for a variety of purposes. The speaking exam consists of three parts: (i) Conversation about a photo card (ii) Role play (iii) Reading aloud and a short conversation.

**Reading Test** – to test the understanding and response to different types of written language. This test also includes a short translation task (target language to English).

**Writing Test** – Communicating effectively in writing for a variety of purposes. This exams consists of the following tasks: (i) Sentences to describe a photo (ii) Multi-choice grammar gap fill (iii) Translation from English into target language (iv) A structured writing task.

## What Key Skills will I gain by taking French?

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing                          | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal  | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                  | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                           | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                    | <input checked="" type="checkbox"/> Reading              |
| <input type="checkbox"/> Evaluating                         | <input type="checkbox"/> Research                        |
| <input type="checkbox"/> Hands-On / Technical Skills        | <input type="checkbox"/> Team Work                       |

## Where can it take me?

**Next Steps:** Modern Language graduates come out on top in terms of employability. Even if you do not continue to A-level or university, employers place considerable importance on a foreign language for GCSE.

**Future career opportunities that this subject may lead to:** Interpreter, Journalist, International Aid/ Development worker, Logistics and Distribution manager, Marketing Executive Engineer, Law, Sales Executive, Tour Manager, Publishing, Hospitality, Air and Sea Transport, Travel Agency Work. Diplomatic Service, Telecommunications, Teaching and Finance.

# GCSE Geography

**Contact Person:** Mrs K Thompson

**Contact Email:** kthompson@nailseaschool.com

## Course Outline:

An exciting and contemporary Geography course which enables students to learn and connect with the world around them, using an enquiry approach to learning. Students complete three units.

**Unit 1:** Our Natural World, which includes, Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems.

**Unit 2:** People and Society, which includes, Urban Futures, Dynamic Development, The UK in the 21<sup>st</sup> Century and Resource Reliance.

**Unit 3:** Geographical Exploration, which includes skills and a decision making exercise.

## Skills/attributes developed/required:

Geography is about you and the 8.2 billion people you share the planet with! It is an exciting and relevant subject which asks big questions about the people and environments who share our planet. We are looking for students who have enquiring minds and want to find out about the world we live in. It is important to have a real interest in current affairs and to have a willingness to explore new ideas and solutions to some of the major issues our planet faces, such as energy security, global hazards, climate change, migration and sustainability.

## Additional considerations:

There will be two compulsory field trips during the course. These will involve a financial contribution but should not put anyone off the course as there is funding available to help those who have difficulty. It is recommended that you complete GCSE Geography in order to study it at A level.

## Examination Information

**Exam Board:** OCR B Geography for Enquiring Minds

**Exam:** 100%

### Exam Outline:

35% - Unit 1: Our Natural World

35% - Unit 2: People and Society

30% - Unit 3: Geographical Exploration

## Where can it take me?

**Next Steps:** A levels in Geography, and other Humanities/ Social Science subjects such as Sociology, and Philosophy.

**Future career opportunities that this subject may lead to:** Geographers are in demand due to the skills they learn from the course, which can be applied in any career. Specific Geography related jobs include; Meteorologist, Surveyor, Town Planning, Environmental Education, Flood Risk Manager, Park Warden, Expedition Leader, Human Rights Officer, Recycling Officer, Management Consultant.

## What Key Skills will I gain by taking Geography?

<input checked="" type="checkbox"/>	Analysing	<input checked="" type="checkbox"/>	Independent Learning
<input type="checkbox"/>	Communication - Verbal	<input type="checkbox"/>	Independent Thinking
<input type="checkbox"/>	Communication - Written	<input type="checkbox"/>	Listening Skills
<input type="checkbox"/>	Creative Thinking	<input type="checkbox"/>	Presentation Skills
<input type="checkbox"/>	Debating	<input checked="" type="checkbox"/>	Problem Solving
<input checked="" type="checkbox"/>	Decision Making	<input type="checkbox"/>	Reading
<input checked="" type="checkbox"/>	Evaluating	<input checked="" type="checkbox"/>	Research
<input type="checkbox"/>	Hands-On / Technical Skills	<input type="checkbox"/>	Team Work

# BTEC Health & Social Care

**Contact Person:** Mrs Macleod

**Contact Email:** NMacleod@nailseaschool.com

## Course Outline:

L1/L2 BTEC Tech Award in Health and Social Care, equivalent to 1 GCSE, is the study of approaches to caring for individuals who require health or social services in the sector.

**Component 1** investigates human development throughout the life stages, exploring how factors such as lifestyle choices and life events can impact on development. Students will study how people grow and develop over the course of their life, from infancy to old age, and includes the physical, intellectual, emotional and social development. Students will consider how individuals' development may be impacted as a result of major life events, such as marriage or parenthood.

**Component 2** explores health and social care services and how they meet the needs of the service users through applying care values. Students will explore a wide range of services that are available in the health sector and social care sector. Students will explore what is involved in each of these services and how they care for service users. Students will also learn about care values and will gain the opportunity to develop their own skills in applying these care values across the sector.

**Component 3** looks at the factors that affect health and wellbeing and considers what it means to be healthy. Students will consider the factors that have a positive or negative influence on a person's health and wellbeing, including physiological and lifestyle indicators. Students will learn how to develop an appropriate plan for improving someone's health and wellbeing. Students will also gain the opportunity to consider a wide range of backgrounds and barriers that their service users may experience and how this can impact on the health and wellbeing plan in place.

Wherever possible, students will be encouraged to observe and develop practical skills and knowledge to apply to the Health and Social Care sector.

## Examination Information

Component 1 and Component 2 are coursework based units. Coursework will be sat in controlled conditions, requiring extended writing but with use of class notes, and practise. This takes place in Term 3 and Term 4 of Year 10 and in Terms 1 and Terms 2 in Year 11.

Component 3 is a 2-hour external exam sat in May of Year 11.

Component 1 (coursework) - 30%

Component 2 (coursework) - 30%

Component 3 (exam) - 40%

## Where can it take me?

### Next Steps:

With 3 million jobs in the sector, the options are endless. KS5 progression can lead to the Level 3 HSC Extended Certificate or Extended Diploma (1 or 3 A-Level equivalent) or other A-Level courses. It also leads to a wide range of apprenticeships or degrees, including nursing, radiography or teaching.

## What Key Skills will I gain by taking Health & Social Care ?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing               | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal             | <input type="checkbox"/> Independent Thinking            |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                  | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                           | <input type="checkbox"/> Problem Solving                 |
| <input type="checkbox"/> Decision Making                    | <input type="checkbox"/> Reading                         |
| <input checked="" type="checkbox"/> Evaluating              | <input checked="" type="checkbox"/> Research             |
| <input type="checkbox"/> Hands-On / Technical Skills        | <input type="checkbox"/> Team Work                       |



# GCSE History

**Contact Person:** Mrs L Ginnis & Mrs K Nicholson

**Contact Email:** LGinnis@nailseaschool.com & KNicholson@nailseaschool.com

## Course Outline:

**Paper 1: Medicine Through Time.** We explore the themes of causes, treatments, epidemics and the people who gave care to the sick and injured all the way from the Medieval England to the Modern Day. We also take a closer look at the wounds that were sustained on the battlefields of the Western Front during World War 1 and how treatment and surgery advanced during this time.

**Paper 2: The American West and The Reigns of King Richard and King John.** In paper 2 we split our time between British and international history. We begin year 10 by examining how the US government encouraged settlement of the Plains and the negative impact this settlement had on the Indigenous Peoples of North America. We also trace developments in law and order, conflict, farming and cattle ranching from 1835-1895.

**Paper 3: The USA 1954-75.** In this paper we explore how conflict both at home and abroad in America caused public outrage. We begin with the Civil Rights Movement and an examination of the role of key legislation and people; such as Martin Luther King and the Civil Rights Act worked on achieving racial equality. Then we examine how and why the US became involved in the war in Vietnam and how it ended in 1975.

## Skills/attributes developed/required:

- Most importantly, an interest in finding out about the past and how it has shaped our world today.
- An enjoyment of reading and writing – the exam contains long essay-style answers and requires analysis of written sources.

## Studying History will develop these skills:

- Critical thinking skills
- Being able to analyse evidence and interpretations
- Logical thinking and the ability to construct a convincing argument.

## Examination Information

**Exam Board:** Edexcel

**Exam:** 100% Exam

### Exam Outline:

**Paper 1—30%** Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

**Paper 2—40%** The reigns of King Richard I and King John, 1189–1216 and The American West, c1835–c1895.

**Paper 3—30%** The USA, 1954–75: conflict at home and abroad (the Civil Rights Movement and the Vietnam War).

## Where can it take me?

**Next Steps:** A-levels in History, Law, Sociology or anything else!

**Future career opportunities that this subject may lead to:** History is a well-respected subject and so is valued in all career paths. History gives particular skills for Journalism, Law, Politics, Civil Service and many others.

## What Key Skills will I gain by taking History?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing               | <input type="checkbox"/> Hands-On / Technical Skills     |
| <input type="checkbox"/> Communication - Verbal             | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Creative Thinking                  | <input type="checkbox"/> Listening Skills                |
| <input checked="" type="checkbox"/> Debating                | <input type="checkbox"/> Presentation Skills             |
| <input checked="" type="checkbox"/> Decision Making         | <input type="checkbox"/> Problem Solving                 |

# Cambridge Nationals Certificate in Information Technologies

**Contact Person:** Mrs S Wheeler

**Contact Email:** [swheeler@nailseaschool.com](mailto:swheeler@nailseaschool.com)

## Course Outline:

This course will help develop your knowledge and understanding of the everyday use of ICT from PCs to smartphones and how these impact on business and society. It will provide you with a solid understanding of information technologies which you can use throughout your working life.

### Unit 1: IT in the Digital World (RO50)

In this unit you will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. You will understand the uses of Internet of Everything and the application of this in everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

### Unit 2: Data Manipulation using Spreadsheets (RO60)

In this unit you will learn the skills to be able to plan and design a spreadsheet solution to meet client requirements. You will be able to use a range of tools and techniques to create a spreadsheet solution based on your design, which you will test. You will be able to evaluate your solution based on the user requirements

### Unit 3: Using Augmented Reality to Present Information (RO70)

In this unit you will learn the basics of Augmented Reality (AR) and the creation of a model prototype product to showcase how it can be used appropriately for a defined target audience to present information. You will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices. You will develop the skills to be able to design and create an AR model prototype, using a range of tools and techniques. You will also be able to test and review your AR model prototype.

## Skills/attributes developed/required:

You will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances taking place.

## Examination Information

**Exam Board:** OCR

**Exam:** 40% Externally examined 60% Internally assessed Coursework

### Exam Outline:

The award is assessed through an examination for RO50, and OCR set coursework for RO60 & RO70.

## Where can it take me?

**Next Steps:** Students can use their practically acquired software skills and understanding of ICT theory to progress on to ICT related qualifications and working environments.

**Future career opportunities that this subject may lead to:**

ICT Industry, Software Development ,  
System Analyst and Website Design.

## What Key Skills will I gain by taking Information Technology?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal                 | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                      | <input type="checkbox"/> Presentation Skills  |
| <input type="checkbox"/> Debating                               | <input type="checkbox"/> Problem Solving      |
| <input checked="" type="checkbox"/> Decision Making             | <input type="checkbox"/> Reading              |
| <input checked="" type="checkbox"/> Evaluating                  | <input type="checkbox"/> Research             |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work            |

# GCSE Media Studies

**Contact Person:** Miss G Britton

**Contact Email:** GBritton@nailseaschool.com

## Course Outline:

The media is incredibly powerful and has the capacity to affect the way that we think about events, people and subjects. Media Studies helps you to understand the media so that you can make informed choices and question the media products that you consume. It also has a practical element where you are asked to create a media product for a specific audience. This course will enable you to study a range of media products from all of the following media forms:

Magazines, Advertising and Marketing, Newspapers, Online, Social and Participatory Media, Video Games, Radio, Music Video, Film and Television.

We look at: how media products communicate to audiences through the use of **media language**, how the media **represents** individuals, social groups, events and issues. Also how **media industry** processes of production, distribution and circulation affect media products and how the media targets specific **audiences**.

## Skills/attributes developed/required:

Creativity, willingness to work with a range of technology, independence, teamwork, resilience and organisational skills.

## Studying Media Studies will develop these skills:

Analytical skills (exploring why and how media products are produced and the effect this has on the audience).

## Examination Information

**Exam Board:** AQA

**Exam:** Media Studies

You will be expected to study a range of media products chosen by the exam board (close study products) along with other examples of products chosen by you and your teacher.

### Exam Outline:

Media 1 Exam (35%) A range of questions relating to an unseen source and close study products including an extended response question.

Media 2 Exam (35%) Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Non-exam Assessment (30%) Create a piece of media production, eg. a Magazine.

## Where can it take me?

**Next Steps:** A Level Media Studies, Media Production Level 3.

**Future career opportunities that this subject may lead to:** Camera Operator, Journalism, TV Researcher, Blogger & Vlogger, Marketing/Advertising, Web Design/Development, Directing, Editing, Publishing. Many jobs require technical media skills, e.g. if you set up your own business you will be required to market your business through social networking, a website, etc.

## What Key Skills will I gain by taking Media Studies?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Analysing               | <input type="checkbox"/> Decision Making                        |
| <input checked="" type="checkbox"/> Communication - Verbal  | <input type="checkbox"/> Evaluating                             |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Hands-On / Technical Skills |
| <input type="checkbox"/> Creative Thinking                  | <input type="checkbox"/> Independent Learning                   |
| <input type="checkbox"/> Debating                           | <input checked="" type="checkbox"/> Independent Thinking        |

# GCSE Music

**Contact Person:** Ms C Irwin

**Contact Email:** cirwin@nailseaschool.com

## Course Outline:

Music GCSE is a creative and exciting subject that gives students opportunities to find out more about how music is made, to perform and collaborate with others, and to create their own compositions in a variety of different styles.

### Component 1: Performing (30%)

Solo Performing

Ensemble Performing

Two performances on an instrument of your choice (including voice) or a sequenced performance using music technology. During Year 11 you will record two performances of pieces of your own choice which must, together, last for a minimum of 4 minutes. Controlled assessment conditions will apply to this unit which is assessed by the teacher and externally moderated.

### Component 2: Composing (30%)

Two compositions, one of which must be in response to a brief set by the exam board. Each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

### Component 3: Listening and appraising (40%)

The paper tests your ability to identify musical elements and characteristics and to compare the different ways in which composers work with these elements. You will study a wide variety of musical styles including classical music, pop and rock music, film and games music and music from different traditions around the world including Brazilian samba, Trinidadian calypso amongst others. In the exam you will respond to questions based on recorded extracts of music from the 4 Areas of Study which you have prepared during the course.

## Skills/attributes developed/required:

Students should have experience of playing a musical instrument or singing or creating music using technology. They should be practising at home regularly, and may be having individual instrument tuition.

## Examination Information

**Exam Board:** OCR

### Exam Outline:

Component 1: Performing 30% of the qualification. Internally assessed, externally moderated

Component 2: Composing 30% of the qualification. Internally assessed, externally moderated

Component 3: Appraising 40% of the qualification. Externally assessed via a listening examination. 1 hour and 15 minutes. Students respond to music from a CD provided by the exam board.

## What Key Skills will I gain by taking Music?

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Analysing               | <input type="checkbox"/> Decision Making                        |
| <input type="checkbox"/> Communication - Verbal             | <input type="checkbox"/> Evaluating                             |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Hands-On / Technical Skills |
| <input checked="" type="checkbox"/> Creative Thinking       | <input checked="" type="checkbox"/> Independent Learning        |
| <input type="checkbox"/> Debating                           | <input type="checkbox"/> Independent Thinking                   |

## Where can it take me?

**Next Steps:** A Level Music, A Level Creative & Performing Arts, BTEC Music Level 3

**Future career opportunities that this subject may lead to:** Performer, Composer, Sound Design, Music Therapy, Music Teacher, Community Music, Music Theatre, Sound Engineer, Producer, Music Journalist, Music & Media, and Music Event Management.

# GCSE Photography

**Contact Person:** Ms R Davies

**Contact Email:** rdavies@nailseaschool.com

## Course Outline:

Studying Photography involves learning about camera controls, digital editing (Photoshop) and approaches to composition and lighting. These skills are applicable in various fields and contribute to a broader understanding of visual communication. Students will explore and communicate their ideas and perspectives through the visual language of photography, fostering creativity and originality.

The course is divided into two components – a coursework portfolio (60%) and an externally set task (40%). Both of these units of work will offer the opportunity to explore different genres within Photography, such as portraiture and still life, and to render these in a range of techniques and processes. In the early part of Year 10, we will aim to build up each learner's skill base, primarily within digital photographic practice, using Photoshop to facilitate this. As the course progresses, an increasingly independent and refined technical and conceptual response will be encouraged.

## Skills/attributes developed/required:

Creativity, and individual responses to tasks, recording a range of subject matter photographically. Understanding of composition and digital manipulation of imagery. Technical skills with Photographic processes, such as Photoshop manipulation, darkroom printing, camera control (shutter speed, aperture etc) and use of angles, lighting and vantage points. Appreciation of art contexts (genres, artists, socio-cultural-economic factors).

## Additional considerations:

There is the opportunity to attend a trip to London, to view the collections of several major galleries, in the October of Year 11. Also, we sell a Photography Kit, which provides a range of digital storage and photographic materials, which are essential for the course. The price for this kit is £20.

## Examination Information

**Exam Board:** OCR

**Exam:** 60% Coursework (portfolio) / 40% Exam

**Course outline: Coursework Portfolio - 60%.** The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area within photography. This is usually digital, but can also include light-based and / or video work. The coursework submission will include digital workbooks, and final prints.

**Exam (externally set) - 40%.** Offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The early release paper will be issued in early January and will provide learners with five themes, each with a range of written and visual starting points and stimuli. Learners will have up to 10 hours (two school days) in which to independently realise their response(s) through the production of one or more personal outcome(s) – a photograph, or sequence of photographs.

## Where can it take me?

**Next Steps:** AS / A level, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which a photography background is relevant. At Nailsea School, A Level Photography is the direct progression route.

**Future career opportunities that this subject may lead to:** Photographer; Advertising; Branding; Photojournalist; Wildlife, Fashion, Events, Sports Photographer, Animator; Web Designer; Illustrator; Film Editor/Director.

## What Key Skills will I gain by taking Photography?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Analysing                   | <input type="checkbox"/> Independent Learning            |
| <input type="checkbox"/> Communication - Verbal                 | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written                | <input type="checkbox"/> Listening Skills                |
| <input checked="" type="checkbox"/> Creative Thinking           | <input checked="" type="checkbox"/> Presentation Skills  |
| <input type="checkbox"/> Debating                               | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                        | <input type="checkbox"/> Reading                         |
| <input type="checkbox"/> Evaluating                             | <input type="checkbox"/> Research                        |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work                       |



# GCSE Physical Education

**Contact Person:** Miss J Wild

**Contact Email:** JWild@nailseaschool.com

## Course Outline:

**Paper 1: The human body and movement in physical activity and sport** Topics 1-4

1. Applied anatomy and physiology, 2. Movement analysis, 3. Physical training, 4. Use of data

**Paper 2: Socio-cultural influences and well-being in physical activity and sport** Topics 5-7

5. Sports psychology, 6. Socio-cultural influences, 7. Health, fitness and well-being

**Non-exam assessment: Practical performance in physical activity and sport.** Your final assessment will consist of your highest achievement as a performance in three different physical activities (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). You must be playing at club level in at least one sport as a prerequisite for this course, this activity must be on exam board 'recognised activities list', this can be found in the specification. In addition, analysis and evaluation of performance to bring about improvement in one activity is the written component of the NEA.

## Skills/attributes developed/required:

You will need to be a proactive student who can work under pressure with a solid sporting ability to at least club level with a passion for all aspects of the subject stated in the course outline. This will enable you to access the practical element of the course at a good level, without having a detrimental impact on your overall grade. In core PE students considering this course should be regularly achieving gold in PE lessons within a variety of roles (performing and coaching) as well as attaining high levels in English, Maths and Science. You will need to be able to work independently using a framework, take responsibility for your own learning, meeting deadlines for work set to prepare you for the examination aspects.

## Additional considerations:

Students participating in activities that require specialist facilities (eg. swimming, trampolining, equestrian) will be advised by their GCSE PE teacher what is required for evidence in Year 10.

## Examination Information

**Exam Board:** AQA

**Exam:** Exam 60% Non-exam assessment 40%

**Exam outline:**

Paper 1 Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE

Paper 2 Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE

Non-exam assessment: Assessed by teachers, moderated by AQA 100 marks 40% of GCSE

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

## Where can it take me?

**Next Steps:** A-Levels/ OCR Sport Level 3, Apprenticeship, Employment

**Future career opportunities that this subject may lead to:** P.E. teacher, Physiotherapy/ Sports Injury Therapist, Fitness Coach/ Instructor/ Personal Trainer, Sport Scientist, Sports Biologist, Sports Medicine, Leisure Centre Manager/ Assistant/Lifeguard, Professional Sports Person, Sports Coach, Dietician, Sports Nutrition, Sport Psychologist, Strength and Conditioning

## What Key Skills will I gain by taking PE?

<input type="checkbox"/> Analysing	<input checked="" type="checkbox"/> Independent Learning
<input checked="" type="checkbox"/> Communication - Verbal	<input type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input checked="" type="checkbox"/> Listening Skills
<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Decision Making	<input type="checkbox"/> Reading
<input checked="" type="checkbox"/> Evaluating	<input type="checkbox"/> Research
<input checked="" type="checkbox"/> Hands-On / Technical Skills	<input type="checkbox"/> Team Work

# GCSE Religious Studies

**Contact Person:** Mr I Jones

**Contact Email:** IJones@nailseaschool.com

## Course Outline:

The GCSE in Religious Studies is an interesting and relevant course that tackles controversial issues such as war and conflict, issues of equality including gay marriage, sexism and racism. As well as studying religious belief you will be asking philosophical questions about the meaning of life and death, what makes a good relationship and if there is a God, why does he allow suffering?

The areas of study include relationships where you will look at attitudes and teachings about the nature of sex in the twenty-first century. Is it any longer reasonable to expect people not to have sex until they are married? Why should priests give up the right to get married and have a family?

Other areas of study ask questions such as what is suffering and evil and whether or not the fact that it exists means that either God does not exist or he is not the loving God many religious believers consider him to be? What is it that motivates people such as Martin Luther King to fight for justice? What role did his Christian faith play?

The course requires the study of Christianity and Judaism in depth. This will provide students with the basic foundational knowledge they need to gain high grades in the two examinations at the end of Year 11.

## Skills/attributes developed/required:

- Analysis
- Evaluation
- Communication
- Use of Evidence
- Empathy

## Examination Information

**Exam Board:** AQA

**Exam:** 100% Exam

**Assessment outline:** The course is assessed by examination only which gives students the advantage of not having to produce long and time consuming projects for coursework.

Paper 1 - The beliefs and practices in Christianity and Judaism

Paper 2 - Ethics in four themes:

- Relationships and Families
- Life: Environment, Abortion and Euthanasia
- Crime and Punishment
- Human Rights

## Where can it take me?

By studying and gaining a qualification in Religious Studies you are demonstrating a willingness to understand people who may be different to you.

Careers such as journalism, teaching, social work, medical jobs such as nursing or qualifying as a Doctor. The world is changing, as is the UK. We live in a society of many faiths. The 21<sup>st</sup> century requires people with a great understanding of the world, its different faiths and cultures. By studying Religious Studies you are demonstrating you have a positive outlook on the world.

## What Key Skills will I gain by taking Religious Studies?

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing                          | <input type="checkbox"/> Independent Learning            |
| <input type="checkbox"/> Communication - Verbal             | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                  | <input type="checkbox"/> Presentation Skills             |
| <input checked="" type="checkbox"/> Debating                | <input type="checkbox"/> Problem Solving                 |
| <input checked="" type="checkbox"/> Decision Making         | <input type="checkbox"/> Reading                         |
| <input checked="" type="checkbox"/> Evaluating              | <input type="checkbox"/> Research                        |
| <input type="checkbox"/> Hands-On / Technical Skills        | <input type="checkbox"/> Team Work                       |

# Cambridge National Certificate in Sports Studies

**Contact Person:** Miss Wild

**Contact Email:** [jwild@nailseaschool.com](mailto:jwild@nailseaschool.com)

**Course Outline:** 3 units will be covered 2 mandatory units (M) 1 optional unit (O)

## Unit R184: Contemporary issues in sport (M)

In this unit you will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

## Unit R185: Performance and leadership in sports activities (M)

In this unit you will learn how to develop your skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader you will have the opportunity to plan, lead and review safe and effective sporting activity sessions yourself. You will also have the opportunity to develop a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. You will also deal with rapidly changing conditions and situations. It is vital you are taking part in sport regularly at club standard.

## Unit R187: Increasing awareness of Outdoor and Adventurous Activities (O)

In this unit you will learn how to find out information about what opportunities there are in your local area, as well as nationally in the UK, for all different types of activities. You will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing the planning to help keep you safe. For this unit you will plan participate and evaluate an outdoor and adventurous activity, this may involve activities such as walking, high ropes or water sports.

## Skills/attributes developed/required:

Proactive, inquisitive, hardworking, students who are regularly participating in sport to club level with an up to date interest in all aspects of sport. This is vital to be able to perform and lead sports sessions confidently. You should be a high performer in core PE (in both performance and coaching) at a minimum of gold standard. High attainment levels in Science, English and Maths are suggested. You will need to be able to work under pressure, consistently meeting deadlines working independently and as part of a team.

## Examination Information

**Exam Board:** OCR

**Exam:** Exam 40% | Non Exam 60% Mandatory Unit R184 written examination 70 marks  
Centre assessed tasks: Units R185 and R187 these will be centre assessed tasks. Please note only certain activities are recognised by the exam board these can be found using the link below

[Activity Sporting Activity list for Cambridge Nationals and Cambridge Technicals in Sport](#)

## What Key Skills will I gain by taking Sports Studies?

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing                              | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal      | <input type="checkbox"/> Independent Thinking            |
| <input checked="" type="checkbox"/> Communication - Written     | <input type="checkbox"/> Listening Skills                |
| <input type="checkbox"/> Creative Thinking                      | <input checked="" type="checkbox"/> Presentation Skills  |
| <input type="checkbox"/> Debating                               | <input type="checkbox"/> Problem Solving                 |
| <input type="checkbox"/> Decision Making                        | <input type="checkbox"/> Reading                         |
| <input checked="" type="checkbox"/> Evaluating                  | <input type="checkbox"/> Research                        |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work                       |

## Where can it take me?

**Next Steps:** OCR Level 3 / Diploma A level, Apprenticeship, Employment

**Future career opportunities that this subject may lead to:** P.E. Teacher, Physiotherapy/ Sports' Injury Therapist, Fitness Coach/ Instructor/ Personal Trainer, Strength and Conditioning Coach, Leisure Centre Manager, Leisure Assistant / Lifeguard, Sport Scientist, Professional Sports' Person, Sports' Coach, Dietician, Sports' Nutrition, Sport Psychologist, Sports' Biologist, Sports' Medicine.

# GCSE Spanish

**Contact Person:** Mr E Bennetts

**Contact Email:** EBennetts@nailseaschool.com

## Course Outline:

Spanish is one of the most spoken languages in the world, making it an invaluable asset for your future. Whether you want to travel to Spain, work in international business, or connect with millions of Spanish speakers globally, Spanish will give you the skills and confidence to communicate effectively. Plus, with its rich culture, history, and influence on global society, learning Spanish will be an adventure you'll never forget! In Years 10 and 11, you'll discover the exciting world of Spanish-speaking countries, exploring the language, culture, and global connections through dynamic themes that will enrich your understanding of the world.

Here's what you will study:

- **Identity and Culture:** Immerse yourself in Spanish culture by learning about relationships, the role of technology, exciting free-time activities, and the vibrant festivals that make Spanish-speaking countries come alive.
- **Local, National, International, and Global Areas of Interest:** Explore pressing global issues, from charity work to the environment, and how travel plays a huge role in Spanish-speaking regions.
- **Current and Future Study and Employment:** Get inspired about your future! Discuss your school life, post-16 education options, and exciting career choices in the Spanish-speaking world.

## Skills/attributes developed/required:

In order to succeed in Spanish, you'll need to have a genuine interest in the language and culture, as this will keep you motivated throughout the course. A commitment to regular practice and perseverance is crucial, as language learning requires time and dedication. Attention to detail will be key, particularly when it comes to mastering grammar, pronunciation, and vocabulary. As you gain fluency, you'll develop valuable communication skills, allowing you to express yourself confidently in Spanish in both writing and speaking. Through the process, you'll also experience improved memory, problem-solving abilities, and enhanced cognitive flexibility. All of this will boost your overall confidence and ability to interact with others in Spanish, not just in the classroom, but in real-life situations too.

## Examination Information

**Exam Board:** AQA

**Course outline:** Exams can be taken at a foundation (grades 1-5) or higher tier (grades 4-9). Each skill is worth 25% of the final grade.

- **Listening Test** – to test the understanding and responding to different types of spoken language
- **Speaking Test** – to test the ability to communicate and interact effectively in speech for a variety of purposes. The speaking exam consists of three parts: (i) Conversation about a photo card (ii) Role play (iii) Reading aloud and a short conversation.
- **Reading Test** – to test the understanding and response to different types of written language. This test also includes a short translation task (target language to English).

**Writing Test** – Communicating effectively in writing for a variety of purposes. This exams consists of the following tasks: (i) Sentences to describe a photo (ii) Multi-choice grammar gap fill (iii) Translation from English into target language (iv) A structured writing task.

## Where can it take me?

**Next Steps:** Modern Languages graduates are very employable. Even if you do not continue to A-level or university, employers place considerable importance on a foreign language for GCSE.

**Future career opportunities that this subject may lead to:** Interpreter, Journalist, International Aid/ Development Worker, Logistics/ Distribution, Marketing, Engineer, Law, Tour Manager, Publishing, Hospitality, Air and Sea Transport Manager, Tourism, Diplomatic Service, Telecommunications, Finance.

## What Key Skills will I gain by taking Spanish?

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing                          | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal  | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills     |
| <input type="checkbox"/> Creative Thinking                  | <input type="checkbox"/> Presentation Skills             |
| <input type="checkbox"/> Debating                           | <input checked="" type="checkbox"/> Problem Solving      |
| <input type="checkbox"/> Decision Making                    | <input checked="" type="checkbox"/> Reading              |
| <input type="checkbox"/> Evaluating                         | <input type="checkbox"/> Research                        |
| <input type="checkbox"/> Hands-On / Technical Skills        | <input type="checkbox"/> Team Work                       |