

# Key Stage 4 Options Choices - September 2026



VANDYKE UPPER SCHOOL

*Responsible, Respectful, Resilient - World Ready*



Dear Year 9 Student,

At Vandyke Upper School, we believe in treating you as an individual, ensuring that we continually provide our students with the best educational experience we can. The National Curriculum prescribes much of the curriculum time; however, you have now reached the point in your education where you are able to select some of the subjects you wish to study at GCSE level.

The choices that you make now are important and could affect your future opportunities, including access to post-16 level 3 courses that will take you on to university, apprenticeships or employment. Employers want a workforce that is not only well qualified, but also flexible, adaptable and able to take on further training.

We advise you to choose a well-balanced programme of study at Key Stage 4 so that you can keep your options open for the future. This will give you greater choice as you go into post-16 courses or into employment. There is no doubt that the pressure you will face as you move forward in your academic career is significant and is only likely to grow. It is important for those of you who want to go on to higher education to appreciate the increasing expectation that you have studied at least two science GCSEs and geography or history, or both.

Making the right choices is not easy but with some thought and advice the process is much more straightforward. Use this booklet and talk to your parents/carers, teachers and others who can help you come to the right decisions about the next stage of your education. If you read the information provided by subject areas, research online and listen to information given out in assemblies and lessons, you will be able to make an informed decision for your future.

Please remember that for some subjects there will be criteria to access the course, for example, music will require the willingness and ability to perform in front of an audience. If you are unsure whether you meet the criteria, please speak to your teacher.

If you have any queries or concerns, please do not hesitate to discuss them with your tutor or year team.

Yours faithfully,

Mrs A Moody

Assistant Headteacher - Personal Development Lead



Artsmark  
Platinum Award  
Awarded by Arts  
Council England



# HOW TO APPLY FOR COURSES

## Applying for your GCSE options

There are a wide variety of subjects on offer that differ in the way they are assessed and they even have different levels of qualification. This booklet will provide you with many of the answers to your questions and we hope it enables you to clarify the questions you have.

In addition to this booklet, there are a number of school staff who can offer general advice including your subject teachers, form tutor and the Year 9 team. We also have a Level 6 careers advisor, Mrs Lord, who is available for appointments for all Vandyke students. Additionally, there are a number of websites that provide excellent advice and information in making subject choices:

<https://nationalcareers.service.gov.uk/>

[www.prospects.ac.uk/careers-advice](http://www.prospects.ac.uk/careers-advice)

<https://www.bbc.co.uk/bitesize/careers>

The options form will be sent out digitally via email on **Friday 30<sup>th</sup> January**. Alternatively, if you require a paper form, these will be available from the Year 9 office. Paper forms must be filled in and signed by you and your parents/carers before being returned to school to main school reception or sent digitally as an image to [options@vandyke.cbeds.co.uk](mailto:options@vandyke.cbeds.co.uk) from your parents'/carers' email address so that your choices can be recorded on our school system. Please return all digital and paper forms by **Monday 9<sup>th</sup> February**. Take the time to talk to your tutor and your teachers. They can provide valuable advice to help you make the right choices before handing in your form. If you require support to complete the form, please speak to your form tutor or the year team.

## After you apply for your options

We hope to run all courses and we do our best to provide the courses you want to take. However, the final offer depends on a number of factors and it might not be possible to run every course. Your attitude, behaviour and effort with your work in Year 9 may be taken into consideration in over-subscribed options. Please be aware that options may be unavailable to you for a variety of reasons:

- It may be oversubscribed
- An option might not run because there are insufficient numbers of students selecting the option
- An option might not be available because of a clash - options are timetabled against each other which means that certain combinations of options might not be possible

Any one of these reasons may result in one of your reserve choices being used. It is therefore very important that you consider all of your option choices carefully. Any student identified who cannot receive their first-choice option will be contacted by the year team.

Please be aware that if you feel like you have made a wrong decision and chosen an option that is unsuitable for you, it may not be possible to change options once the courses have started.

## A reminder of important dates

- |                                |   |
|--------------------------------|---|
| • Options evening              | <b>Thursday 29<sup>th</sup> January</b> |
| • Subject consultation evening | <b>Thursday 5<sup>th</sup> February</b> |
| • Option choices deadline      | <b>Monday 9<sup>th</sup> February</b>   |

**CORE CURRICULUM - You will take the following compulsory core subjects:**

SUBJECT	QUALIFICATION / PROGRAMME OF STUDY	TIME ALLOCATION OVER TWO WEEKS
English	GCSE English Language GCSE English Literature	8 Hours
Maths	GCSE Maths	8 Hours
Science	GCSE Combined (Double) Science OR GCSE Separate (Triple) Science with one option choice	9 Hours in Year 10 10 Hours in Year 11 OR 14 Hours in Year 10 15 Hours in Year 10
Humanities	GCSE History or Geography	5 Hours
Life Skills	Citizenship, Personal and Religious Education, Learning to Learn, Careers	2 Hours in Year 10 1 Hour in Year 11
Core PE	Various sporting activities including Aerobics, Hockey, Football and Netball	3 Hours

**GUIDED OPTIONS - You will then select 3 further options from the following list:**

Art, Craft and Design (GCSE) <sub>3</sub>	History (GCSE) <sub>1</sub>
Business Studies (GCSE)	Hospitality and Catering (BTEC)
Child Learning and Development (BTEC) <sub>7</sub>	Media Studies (GCSE)
Computer Science (GCSE) <sub>5</sub>	Music (GCSE) <sub>4</sub>
Design and Technology (GCSE) <sub>3</sub>	Music Practice (BTEC) <sub>4</sub>
Digital Information Technology (BTEC) <sub>5</sub>	Philosophy, Religion and Ethics (GCSE)
Drama (GCSE)	Photography (GCSE) <sub>3</sub>
Fashion and Textiles (GCSE) <sub>3</sub>	Physical Education (GCSE) <sub>6</sub>
French (GCSE)	Public Services (BTEC)
Geography (GCSE) <sub>1</sub>	Separate (Triple) Science (GCSE) <sub>2</sub>
German (GCSE)	Sport Science (Cambridge National) <sub>6</sub>
Health and Social Care (WJEC Award) <sub>7</sub>	Sport Studies (Cambridge National) <sub>6</sub>

<sub>1</sub> Students must select at least one of Geography or History - you may choose the other one as an option

<sub>2</sub> Please note that Separate (Triple) Science is an option that you might choose in addition to Combined (Double) Science, which is part of the compulsory core for all subjects

<sub>3</sub> You may only choose **one** of *either* Art, Design and Technology, Fashion and Textiles or Photography

<sub>4</sub> You may choose *either* Music (GCSE) or Music Practice but not both

<sub>5</sub> You may choose *either* Computer Science or Digital Information Technology but not both

<sub>6</sub> You may only choose **one** of *either* PE, Sport Studies or Sport Science

<sub>7</sub> You may choose *either* Child Learning and Development or Health and Social Care but not both

# COMPULSORY CORE SUBJECTS

Category	Information
<b>Course Description</b>	<p>Students will study courses in <b>English Language</b> and <b>English Literature</b>. They will receive a separate grade in each.</p> <p>The courses are designed to give students the opportunity to develop their <b>communication skills</b> in both <b>speech</b> and <b>writing</b> and gain an appreciation of a variety of <b>literary and non-fiction texts</b>.</p> <p>Literature ranges from Shakespeare to the modern age. Texts are drawn from a variety of cultures and eras and students are taught to write for different audiences and purposes.</p>
<b>Coursework</b>	<b>There is no coursework element.</b>
<b>Final Examination</b>	<p>There are <b>two examination papers</b> in English Language, which together make up 100% of the final grade. Each paper is 1 hour 45 mins. Assessment of <b>reading and writing is split 50/50</b> and 20% of the overall mark comes from the quality of SPaG (Spelling, Punctuation and Grammar). <b>It is single tier entry</b>, with no foundation or higher option.</p> <p>Students will give a presentation to achieve their Spoken Language accreditation (speaking and listening). This does not contribute to the final grade but completion is a requirement of the course</p> <p>There are <b>two examination papers</b> in English Literature and the course is designed to be co-taught with the Language GCSE. The first is <b>1 hour and 45 minutes, and contributes to 40% of the final grade</b>; students are asked to answer two questions, one on Shakespeare and the other on the nineteenth century novel they have been studying. The second paper is <b>2 hours and 15 minutes, and contributes to 60% of the final grade</b>. It tests students' knowledge of modern texts and poetry.</p> <p><i>English is a diverse subject and we use many activities and texts to develop skills. We explore genres from horror to adventure, romance to science fiction. Learning includes studying a character in a novel, to exploring the meaning of poems or writing a letter of application for a job. Our communication skills are very important for getting on in the world outside school.</i></p>
<b>Students' Perspective</b>	<p><i>"I love that we have to do so many things - every area is interesting."</i></p> <p><i>"Work is marked with advice on how to improve."</i></p> <p><i>"Studying English has made me better in ALL my other subjects."</i></p> <p><i>"I love my lessons- my teachers are really supportive and I feel ready to make the step up to studying English at A level."</i></p>
<b>Post 16 Opportunities</b>	Students can pursue A level courses in English Language and English Literature once they have achieved the necessary grade in English Language or Literature.

Category	Information
<b>Course Description</b>	<p>Mathematics GCSE is compulsory for all students. The syllabus covers the six areas of National Curriculum attainment targets:</p> <ul style="list-style-type: none"> <li>▪ Number</li> <li>▪ Algebra</li> <li>▪ Ratio, proportion and rates of change</li> <li>▪ Geometry and measures</li> <li>▪ Probability</li> <li>▪ Statistics</li> </ul> <p>Year 9 begins with a consolidation of number, ratio, algebra and statistics. Students' performance is tracked regularly via homework, topic tests and more formal assessments throughout the year.</p>
<b>Coursework</b>	There is no controlled assessment in Mathematics.
<b>Final Examination</b>	<p>In Edexcel Maths GCSE, there are 3 written papers (two Calculator and one Non-Calculator) lasting 1hr 30mins each. Students can sit either the Foundation paper which accesses grades 1 to 5 or the Higher paper which accesses grades 3 to 9</p> <p>The exams will be taken at the end of Year 11.</p>
<b>Students' Perspective</b>	<p><i>"It's a challenge but it can be really satisfying."</i></p> <p><i>"Everyone knows it's important, every employer wants to know what your maths grade is."</i></p> <p><i>"Maths affects so much of your life that you cannot afford not to take it seriously."</i></p> <p><i>"The teachers go out of their way to help you, in lessons and after school. They really want us to do well."</i></p> <p><i>"Maths is a lesson we look forward to coming to."</i></p>
<b>Post 16 Opportunities</b>	<p>GCSE Mathematics with a grade 5, or higher, is an essential requirement for many post 16 courses and employment opportunities.</p> <p>The higher course prepares students for studying mathematically intensive topics in Sixth Form and University and a top grade is a real advantage when applying for jobs and courses in the future.</p>

Subject: **Combined (Double) Science**

Qualification: **GCSE**

Exam Board: **AQA**

Category	Information
<b>Course Description</b>	<p>You will study key areas in Biology, Chemistry and Physics to give two GCSE Science qualifications overall (known as the 'Trilogy' approach). Topics for these exams will be taught by two teachers in rotation.</p> <p><b>Biology Units:</b> Cells and cell structure, Organisation, Infection and response, Bio-energetics, Homeostasis + Response, Inheritance, Variation, Evolution, Ecology.</p> <p><b>Chemistry Units:</b> Atomic structure, Bonding; structure and properties, Quantitative Chemistry, Chemical changes, Rates and extent of chemical reactions, Organic Chemistry, Qualitative analysis, Atmosphere, Earth's resources.</p> <p><b>Physics Units:</b> Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnets and Electromagnets.</p>
<b>Coursework</b>	<p>While there is no examined controlled assessment, each student has to complete a series of required practicals that will be assessed in the final exams. These practicals cover standard skills that all scientists need to be aware of.</p>
<b>Final Examination</b>	<p>The exams are split into Foundation papers for students aiming to get a level 1 to 5 overall and Higher papers for students aiming for level 5 to 9. The exams are a mixture of multiple choice, short answer and longer answer questions, although there will be more of the longer answer questions in the Higher tier papers. The course is examined over six papers (two papers on Biology, two on Chemistry and two on Physics) each lasting 1 hour 15 minutes in the summer of Year 11.</p>
<b>Students' Perspective</b>	<p><i>"I really enjoy doing practical work in science. The theory can sometimes be hard to understand but once I've gone over it a few times, it starts to make sense."</i></p> <p><i>"I really like my Science lessons and I know that science is important to my future."</i></p> <p><i>"There's always so much to learn in Science but my teachers make it interesting and I feel I can do well."</i></p>
<b>Post 16 Opportunities</b>	<p>AS/A2 levels are available in Biology, Chemistry and Physics. A Level options can be accessed from the Combined (Double) Science route, however extra effort will be required to boost knowledge covered in the Separate Science (Triple) GCSE.</p> <p>Sciences are integral to all careers and are highly valued qualifications for vocational routes and higher education. Such qualifications open up a wide and diverse range of career options. Education, Construction and many other careers will require you to have two GCSE qualifications in Science.</p>

Subject: **Physical Education (Core)**

Qualification: **N/A**

**This subject is non-examined**

Category	Information
<b>Course Description</b>	<p>Physical Education is part of the core curriculum that is to be studied by all students until Year 11. We aim to encourage participation, engagement and interest in a wide variety of activities. Our aim is to provide opportunity for students to pursue life-long healthy, active lifestyles. The opportunity to take an active part in a variety of physical activities will help you to understand the need for basic fitness and health and show you ways in which you can use your leisure time.</p> <p>During the 3 hours of physical education that you will do every two weeks, in Years 10 and 11 you will be given the chance to develop your physical skills, tactical knowledge, initiative, decision making and the opportunity to work independently or as part of a team.</p>
<b>Coursework</b>	<p>There is no coursework required for core PE but you will have the opportunity to experience a wide variety of different sports and activities such as:</p> <ul style="list-style-type: none"><li>• Rugby</li><li>• Badminton</li><li>• Table Tennis</li><li>• Football</li><li>• Hockey</li><li>• Trampoline</li><li>• Basketball/ Netball</li><li>• Rounders</li><li>• Cricket</li><li>• Athletics</li><li>• Dance and fitness activities i.e. Yoga, Pilates, Boxercise</li><li>• Plus other activities including stool ball, Ultimate Frizbee, Flag Football, Dodgeball and Benchball.</li></ul>
<b>Final examination</b>	<p>There is no final examination.</p>
<b>Students' perspective</b>	<p><i>"It's great as it gets you out of the classroom and is a lot of fun."</i></p> <p><i>"The games and activities help you to build relationships and you get to work with and meet new people."</i></p> <p><i>"You get to try a lot of new and different sports, I had never been on a trampoline before coming to Vandyke and now it's my favourite sport."</i></p> <p><i>'In the lead up to exams I felt PE really helped with my stress and anxiety levels'</i></p>
<b>Post 16 opportunities</b>	<p>In the Sixth Form, we offer the chance to continue your core PE through enrichment sessions and fixtures where possible so you are able to access a variety of practical opportunities.</p> <p>You can go on to study a Level 3 BTEC course in Sport and/or A level PE. GCSE PE or Sports Science or Sport Studies is preferred, however not essential.</p>

Subject: **Life Skills**

Qualification: **N/A**

**This subject is non-examined**

Category	Information														
<b>Course Description</b>	<p>At KS4, students enjoy dedicated Life Skills lessons designed to broaden the academic and examined curriculum. Life Skills is a highly valued blend of Careers, Citizenship, PSHE, RSHE and Religious Education. The format of the lessons empowers students to develop skills such as communication, teamwork, decision making and problem solving - skills which are inherent in successful learners. Life Skills allows each student to engage in issues at <b>a personal, local, national and global level</b> and provides students with the opportunity to make well-informed and independent opinions to thrive in the wider world.</p> <p>Topics studied are reviewed annually to ensure that students are exploring relevant and current issues. The topics studied include:</p> <table border="0" data-bbox="507 757 1423 1032"><tr><td data-bbox="507 757 954 788"><b><u>Year 10</u></b></td><td data-bbox="994 757 1086 788"><b><u>Year 11</u></b></td></tr><tr><td data-bbox="507 795 954 828">Mental &amp; Physical Wellbeing</td><td data-bbox="994 795 1086 828">Finance</td></tr><tr><td data-bbox="507 835 954 869">Gender Stereotyping</td><td data-bbox="994 835 1401 869">Leaving Home &amp; Personal Finance</td></tr><tr><td data-bbox="507 875 954 909">Risky Behaviours</td><td data-bbox="994 875 1423 909">Post 16 Options and Career Choices</td></tr><tr><td data-bbox="507 916 954 949">Moral Dilemmas</td><td data-bbox="994 916 1283 949">Risks of the Adult World</td></tr><tr><td data-bbox="507 956 954 990">Ethics/ World Religions (RE)</td><td data-bbox="994 956 1350 990">Revision Strategies &amp; Support</td></tr><tr><td data-bbox="507 996 954 1030">Crime &amp; Punishment</td><td data-bbox="994 996 1209 1030">PREVENT Strategy</td></tr></table> <p>The Vandyke Values of <b>respect, responsibility and resilience</b> are explored explicitly in Life Skills lessons, alongside links to literacy.</p> <p>The emphasis is on active student involvement. Students are taught to take responsibility for their own personal, academic, social, economic and spiritual development. The programme is designed to help students recognise their strengths and weaknesses and provide them with opportunities that will help them improve their capacity to learn while planning for their future. Lessons often include debates and discussions.</p>	<b><u>Year 10</u></b>	<b><u>Year 11</u></b>	Mental & Physical Wellbeing	Finance	Gender Stereotyping	Leaving Home & Personal Finance	Risky Behaviours	Post 16 Options and Career Choices	Moral Dilemmas	Risks of the Adult World	Ethics/ World Religions (RE)	Revision Strategies & Support	Crime & Punishment	PREVENT Strategy
<b><u>Year 10</u></b>	<b><u>Year 11</u></b>														
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Ethics/ World Religions (RE)	Revision Strategies & Support														
Crime & Punishment	PREVENT Strategy														
<b>Coursework</b>	<p>There is no coursework in Life Skills, however students are assessed regularly on their ability to work in groups, to enquire, reflect on their learning, work creatively and participate effectively. This supports other curriculum areas by building skills to enable students to cooperate effectively and maximise their learning potential.</p>														
<b>Final Examination</b>	<p>There is no formal examination for Life Skills. This is not an externally assessed subject, however internal assessments and reflections are a part of every lesson. Students will reflect on what they have learnt yearly.</p>														
<b>Students' Perspective</b>	<p><i>"Lessons are fun but help you realise what life will be like after school and allows you to prepare for those challenges."</i></p> <p><i>"There are some great practical activities which really make you think and question your beliefs."</i></p> <p><i>"I like that there is no 'right' answer – teachers encourage us to debate and question each other."</i></p>														

# OPTIONS SUBJECTS

Category	Information
<b>Course Description</b>	<p>Studying Art, Craft and Design will give you the opportunity to develop your understanding of many aspects of visual culture including art history, contemporary art, design and photography, as well as creating your own original works in response to a range of given starting points. The art department is very well resourced with traditional media and processes including printing, painting, drawing, collage and photography.</p> <p>You will require excellent independent learning skills and enjoy creative subjects. A well-presented sketchbook with up-to-date work will also showcase your desire to study art, craft and design; and a clear ability to observe successfully and present good visual understanding. Drawing is an important skill that underpins many of the activities that you will undertake throughout the course and so a desire to draw is a necessity.</p> <p>Homework tasks are presented in many forms including preparation and or continuation tasks (coursework is homework). There is a lot of independent work because your projects will be unique and individual to you. Students are encouraged to use after-school sessions to continue their work. You can buy a very competitively priced art kit from school for approximately £40 so that you have all the resources you need in school and at home.</p>
<b>Coursework</b>	<p>Component 1 counts for <b>60%</b> of your GCSE grade. It consists of projects that explore different techniques and media with an emphasis on drawing (supporting work). In Year 11, you will work on a longer term sustained project.</p>
<b>Final Examination</b>	<p>Component 2, the externally set assignment, is worth the remaining <b>40%</b> of your GCSE grade. You will be given several starting points by the exam board and you must select one to pursue for this component. This is issued at the start of the spring term and you will be required to complete sketchbook and developmental work related to your chosen theme. Component 2 last for around three months with a 10-hour unassisted practical session (over two school days) where you make a final piece / series of pieces based on your preparatory work.</p> <p>Components 1 and 2 are marked separately in school and later moderated by a visiting moderator from AQA. There is no formal written exam but you must write and annotate in your sketchbook to indicate your understanding and points of learning.</p>
<b>Students' Perspective</b>	<p><i>"It is really fun to do. You get more time to develop your ideas as you do projects over each term. This gives you the opportunity to develop your thoughts and ideas that are developed in sketchbooks showing the development of your 'journey'. You must keep up with the work and do not just use class time to do the work. Homework is important especially if you want to make your projects more personal. You keep your work in A2 folders and support work in sketchbook/journals."</i></p>
<b>Post 16 Opportunities</b>	<p>Further education, such as A Level art or photography, or college courses in art and design, practical/vocational areas. Creative careers in art, design, computer games design, fashion, textiles, architecture, web design, jewellery, teaching.</p>

Category	Information
<b>Course Description</b>	<p>The course is divided into two sections:</p> <ul style="list-style-type: none"> <li>• Theme 1: Investigating Small Business</li> <li>• Theme 2: Building a Business</li> </ul> <p>While studying Theme 1 you will be introduced to the world of small businesses and will look at what makes someone a successful business person. You will study the key business concepts, issues and skills involved in starting and running a small business. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.</p> <p>In Theme 2, you will learn more about how small businesses are developed beyond the start-up phase, and discover how businesses promote themselves and keep their customers happy. You will learn how businesses manage both their finances and the people who work for them. Theme 2 focuses on key business concepts and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.</p> <p>To solve business problems, you need to be good at communicating and explaining your ideas both verbally and in writing. You are required to be committed to your learning and your revision of the topics. Good numeracy and good literacy skills are required. You will learn how to be an analytic thinker and how to apply your knowledge to make informed judgments.</p>
<b>Coursework</b>	There is no coursework in Business Studies.
<b>Final Examination</b>	<p>The course is divided into <b>two</b> sections of assessment (<b>two written papers</b>):</p> <ul style="list-style-type: none"> <li>• Theme 1: Investigating Small Business – <b>50% of the total GCSE (90 Minutes)</b></li> <li>• Theme 2: Building a Business – <b>50% of the total GCSE (90 Minutes)</b></li> </ul> <p>The exams will take place at the end of Year 11.</p>
<b>Students' Perspective</b>	<p><i>"It gives you an opportunity to explore what it is like to own or work in a business."</i></p> <p><i>"It can be fun and interesting and is ultimately very rewarding, offering useful information for growing up."</i></p>
<b>Post 16 Opportunities</b>	Business Studies GCSE is useful if you want to study Business A Level or Enterprise BTEC. Business Studies GCSE is relevant to the world of work and employers value the qualification. You will gain valuable skills for education and employment, and understand more about how businesses work. Business Studies is particularly relevant if you want to work in areas such as the Human Resources, Marketing and Finance departments of a business, and in careers such as accountancy, stock broking, banking and recruitment. It also gives you some of the basic skills and knowledge needed to become an entrepreneur and set up your own business.

Category	Information
<b>Course Description</b>	<p>In the <b>BTEC Technical Award</b> you will be covering the following material:</p> <ul style="list-style-type: none"> <li>• Pre-conceptual Care</li> <li>• Pregnancy and how to stay healthy during this time</li> <li>• Antenatal Care</li> <li>• Labour and birth</li> <li>• Post-natal Care</li> <li>• Growth and development of children covering physical, intellectual, language and communication and social emotional development from 0-5 years of age.</li> <li>• Learning and play</li> <li>• Child health and safety</li> <li>• How the use of technology supports learning</li> <li>• The factors that can impact development</li> </ul>
<b>Coursework</b>	<p>There are <b>two</b> coursework components required: Throughout Year 10 you will complete <b>both</b> of the components which are both worth <b>up to 60 marks</b>. These are <b>controlled assessments</b> which means they need to be completed in school in controlled conditions.</p> <p><b>Component 1 – Children’s Growth and Development</b> Students will analyse different case studies, looking into the developmental norms for the age range identified. They will also analyse the possible factors that can have an impact on the overall development of the child discussed in the case studies. The case studies are continuously changed; therefore, each year will complete different scenarios.</p> <p><b>Component 2 – Learning Through Play</b> Students will develop an understanding of how play activities can influence children’s learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children’s learning and progress across the five areas of development.</p>
<b>Final Examination</b>	<p>There is a final exam, Component 3 – ‘Supporting Children to Play, Learn and Develop’. This exam lasts 2 hours and includes short and extended answer questions. The exam will be completed at the end of year 11. This exam is worth <b>60 marks</b>.</p>
<b>Students’ Perspective</b>	<p>Students really enjoy this subject and for many this proves to be one of their best grades. They enjoy the lessons and find them very interactive.</p>
<b>Post 16 Opportunities</b>	<p>In the Sixth Form, students could pursue the Pearson Level 3 AAQ in Health and Social Care or the Pearson Level 3 AAQ in Early Childhood Development <b>Both qualifications are equivalent to one ‘A’ Level.</b></p> <p>This award would be very useful for anyone who wants to work with children within the education or health and social care systems.</p>

Category	Information
<b>Course Description</b>	<p><b>If you select Computer Science, you cannot take it together with IT.</b></p> <p>This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills. You will also do some fascinating in-depth research and practical work. This two unit course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'.</p> <p>The principles of computer systems unit will teach you the theory about a wide range of topics and issues such as computational thinking, system architecture, memory, storage, system software, computer networking, cyber security, data representation and you will become familiar with computing related mathematics.</p> <p>The application of computational thinking unit will introduce you to how algorithms are used, how they work in relation to creating programs, how to decompose and analyse problems, how to read, write, refine and evaluate programs. A variety of programming tasks will call on you to design, code and test a solution to a number of given tasks whilst using Python 3.</p> <p>The qualifications combination of written and practical elements balance theory and practical application, provides students with a rounded experience of computer science.</p> <p><i>Spaces on this course are limited. A desirable requirement for this course is that In English and Maths your expected outcome would be grade 6 or higher. Without this minimum level of potential attainment, students are unable to access this challenging course. Students will also need to have demonstrated a positive interest in problem solving and coding by completing a number of activities in their own time before acceptance onto this course. If students are unsuccessful in gaining a place on the Computer Science course, they will be offered the opportunity of taking the IT qualification.</i></p>
<b>Final Examination</b>	<p>The first unit is a written paper, the second is a practical onscreen examination and they are both sat in May of Year 11:</p> <ul style="list-style-type: none"> <li>• Principles of Computer Science</li> <li>• Application of Computational Thinking</li> </ul> <p>Both papers are worth 50% of the qualification.</p>
<b>Students' Perspective</b>	<p><i>"It's a great combination of theory and practical programming."</i></p> <p><i>"Learning to code is challenging but fun!"</i></p> <p><i>"It's hard work debugging the code but very satisfying when you solve it."</i></p>
<b>Post 16 Opportunities</b>	<p>If you take a GCSE in Computer Science and then go on to study the subject at A Level or university, you will have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this field.</p> <p>The course is also an excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.</p>

Subject: **Design and Technology**

Qualification: **GCSE**

Exam Board: **AQA**

Category	Information
<b>Course Description</b>	<p>Design and Technology involves the design, prototyping, modelling and making of functional products. You will develop design and practical skills and understand the importance of research, development, planning and model making.</p> <p>The course comprises of 2 assessments, one coursework element and a 2-hour written exam in the summer of year 11.</p> <p>Some of the areas you will investigate in year 10 are;</p> <ul style="list-style-type: none"><li>• Research</li><li>• Drawing and sketching</li><li>• Modelling</li><li>• Using workshop tools</li><li>• Producing a quality presentation folder</li><li>• 2D and 3D CAD</li></ul> <p>You will start your final major project towards the end of year 10, this will continue in to year 11 with a final outcome of a quality made product and an accompanying design folder. The last term of year 11 will be revision for the exam.</p> <p>Drawing, sketching, research, the ability to be able to write analytically about your work and being able to explain the way sources have inspired the development of ideas relating to historical, cultural, social and environmental contexts are important parts of the course and underpin all the projects that you will undertake.</p> <p>An ability and desire to work independently is necessary for this course as the work is based on your own input and creativity. Homework is set as preparation or a continuation of classroom-based tasks so is imperative to your progression.</p> <p>Students will need to purchase a graphics and materials pack at the start of year 10 these are currently priced at £25.</p>
<b>Coursework</b>	Assessment 1 accounts for <b>50%</b> of your total grade. You will be expected to produce a large portfolio of written, drawing, and practical work.
<b>Final examination</b>	Assessment 2 accounts for remaining <b>50%</b> of your total grade and will be in the form of a 2-hour written exam. The exam will be in the summer of year 11.
<b>Post 16 opportunities</b>	Students may wish to study A Level 3D design that incorporates graphics and resistant materials into the specialised area of designing and making commercial, creative and useable products. 3D design links to careers such as Product Design, Architecture, Industrial Design, Graphic Design, Computer Graphics, Interior Design, Animation and all aspects of Engineering.

Category	Information
<b>Course Description</b>	<p><b>If you select IT, you cannot take it together with Computer Science.</b></p> <p>In Y10 and Y11, you will have an opportunity to extend your IT skills through the BTEC Tech award in Digital Information Technology (DIT).</p> <p>The BTEC Tech Award in DIT gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> <li>● development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data</li> <li>● processes that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct</li> <li>● attitudes that are considered most important in digital information technology, including personal management and communication</li> <li>● knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.</li> </ul> <p>The course is split into three units covering a range of IT topics that are designed to be relevant to the modern workplace.</p> <p>The three units:</p> <ul style="list-style-type: none"> <li>● Exploring User Interface Design Principles and Project Planning Techniques</li> <li>● Collecting, Presenting and Interpreting Data</li> <li>● Effective Digital Working Practices</li> </ul>
<b>Coursework</b>	<p>The assessment of BTEC Tech award in DIT is based on 60% coursework and 40% examinations. The coursework is a series of tasks that is set by the exam board. This work will be completed in years 10 &amp; 11.</p> <p>Some specialist software is used on the course, but <u>there is no requirement for you to have this software installed at home to enable you to do homework.</u></p>
<b>Final Examination</b>	<p>There is a written paper for one of the units "Effective Digital Working Practices". This amounts to 40% of the overall grade. Exams will be written in January at of year 11 (subject to exam board schedules).</p>
<b>Students' Perspective</b>	<p><i>"IT is an interesting subject to take. You are able to create your own website graphics which is really fun and interesting to do."</i></p> <p><i>"IT is a fun subject and the teachers helped me achieve a very high grade."</i></p>
<b>Post 16 Opportunities</b>	<p>Because of the practical and 'real-world' nature of the projects, the BTEC Technical Award in DIT provides an excellent grounding for students who wish to study IT or Computing in the Sixth Form, at College or those who wish to move into IT related (or any form of) employment.</p>

Subject: **Drama**

Qualification: **GCSE**

Exam Board: **AQA**

Category	Information
<b>Course Description</b>	<p>The most important requirement to take GCSE Drama is to have a keen interest in Drama, Theatre and performance and the creative industries. Drama is suitable for any students who have experience of performing arts but also those who wish to build their confidence and improve transferrable skills that they can take into any career, drama focused or otherwise. Drama works well with all subjects because it can build confidence, allow you to work as part of a team, problem solve, build resilience, be adaptable and use your imagination and creativity.</p> <p>Drama GCSE is busy. You have to be able to perform in front of an audience and to write about performances and plays. Drama is both practical and theoretical. You may choose to take a design option - lighting, costume, sound or set. You will learn lots of new skills and techniques. You need to be able to think creatively.</p> <p>There are three units:</p> <ul style="list-style-type: none"><li>• Devising performance</li><li>• Scripted performance</li><li>• Knowledge and understanding of theatre in performance</li></ul> <p>You will need to see live theatre - we organise theatre trips.</p>
<b>Coursework</b>	<p>For the devising unit, in a group, you develop a unique performance based on a given stimulus and realise it in a performance setting. You also create a devising log showing your analysis and evaluation of your performance. The performance and log book together is worth <b>40%</b> of the final grade and is completed by December of year 11.</p>
<b>Final Examination</b>	<p>You will have two practical exams and one written exam.</p> <p>The final <b>practical exam</b> is 'texts in practice'. You perform two extracts of a published play to a visiting examiner. This exam is worth <b>20%</b> of the final grade and is completed by March of year 11.</p> <p>The final <b>written exam</b> tests your understanding and knowledge of drama and theatre. This is worth <b>40%</b> of the final grade and happens at the end of year 11 with the other written exams.</p>
<b>Students' Perspective</b>	<p><i>"Drama is really worth taking - it's difficult but it's really creative and you form a theatre company. I love my lessons and am so glad I opted for GCSE Drama."</i></p> <p><i>"Drama can lead to so many career options and is a subject that goes well with every subject I take because of the life skills it is teaching me like teamwork, problem solving, confidence, quick thinking and so many more"</i></p> <p><i>"I love that we have to do so many things - every area is interesting."</i></p>
<b>Post 16 Opportunities</b>	<p>A level courses, Drama/Performing Arts college, university.</p> <p>Drama shows employers/universities that you are able to communicate well and can work as part of a team. Drama builds confidence and encourages people skills, collaboration and creativity. Taking drama can link to any career option because of the transferrable skills it builds.</p>

Category	Information
<b>Course Description</b>	<p>You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you. You will develop an ability to analyse and write about the work of artists/designers and will relate this knowledge and understanding to your personal work. The course is taught in a specialist Fashion and Textiles room, fully fitted with new sewing machines, mannequins and equipment. Studying Fashion and Textiles will give you the opportunity to explore the many areas within the fashion industry. Developing design and practical skills which require the application of knowledge and understanding when developing ideas, researching and producing products. The course covers a range of aspects such as; fashion design and illustration, constructed textiles, textiles, surface design and digital textiles.</p> <p>The course is fully coursework based therefore in order to succeed in this subject, you must continue to develop your subject knowledge and artistic/creative skills in your own time and meet all deadlines. You should be creative, willing to experiment with a variety of media and techniques, resourceful, and self-motivated. Drawing is an important skill that underpins many of the activities that you will undertake on the course.</p> <p>There is currently a contribution of £15 towards the cost of some of the materials and the components that will be used during the course. Please note students will need to purchase additional fabric/materials for independent projects as the course progresses.</p>
<b>Coursework</b>	<p><b>Component 1: Portfolio - 60%</b> (Starts Summer term Y10 – December Y11) A portfolio that shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a supporting portfolio of further work.</p>
<b>Final Examination</b>	<p><b>Component 2 – Externally Set Assignment - 40%</b> (Starts Spring term Y11 – Easter Y11) Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p><b>How it is assessed</b> - Preparatory period followed by 10 hours of supervised time. The 10-hour practical exam will take place over the course of 2 days in the classroom under exam conditions.</p> <p>Component 1 and 2 are marked separately in school and later moderated by the Exam Board. There is no formal written exam but written responses form an important part of your sketchbook as it demonstrates your understanding and helps to describe the creative journey.</p>
<b>Students' Perspective</b>	<p>This course is suited to students who are creative with a flair for fashion and textiles. Enthusiasm, commitment, determination, imagination, creativity and curiosity are essential. You will need to be prepared to take risks and experiment.</p>
<b>Post 16 Opportunities</b>	<p>Leads to A level Fashion &amp; Textiles course at Vandyke Sixth Form. Possible further education (A Level/Diploma) and Degree options: Fashion &amp; Textiles, Art &amp; Design, constructed textiles, contemporary textiles, costume design, digital textiles, fashion design/illustration, fashion promotion/ merchandising, footwear design, printed textiles, sportswear design, surface design, textile design and theatre design.</p>

Category	Information
<b>Course Description</b>	<p><b>The world in which we live is likely to change more in the next 25 years than it has ever done before.</b></p> <p>You should take Geography if you are interested in why the world is changing and how we can prepare for these changes. We study both the UK and a multitude of international locations.</p> <p>The course has three main components: Physical Geography, Human Geography and fieldwork.</p> <p>The <b>physical topics</b> investigate natural challenges, the living world, physical landscapes in the UK and geographical skills.</p> <p>The <b>human topics</b> investigate urban issues and challenges, the economic world and the challenges of resource management as well as geographical skills.</p> <p>The <b>geographical application</b> paper allows pupils to apply their knowledge to a current issue and answer a series of questions. This exam will also allow them to 'show off' their geographical understanding.</p> <p>Students will be expected to form opinions about current geographical affairs, hold discussions, write extended answers, read around issues and apply previous knowledge to new situations.</p>
<b>Fieldwork</b>	It is compulsory for GCSE students to complete off-site fieldwork. Students are expected to participate in a day trip to London and a half day trip to a local river.
<b>Final Examination</b>	<p>3 exams:</p> <p>Unit 1 – Physical environment 1hr 30 mins, <b>35%</b></p> <p>Unit 2 – Human environment 1hr 30mins, <b>35%</b></p> <p>Unit 3 – Geographical application 1hr 15 mins, <b>30%</b></p> <p>There is no coursework for GCSE geography.</p>
<b>Students' Perspective</b>	<p><i>"In Geography I've developed skills I can take to a wide range of jobs."</i></p> <p><i>"Before I hardly knew where anything was around the world. I love learning about different places."</i></p> <p><i>"We hardly ever work from books, it's more discussion and group work."</i></p> <p><i>"You learn a lot in a short space of time in lessons."</i></p> <p><i>"Geography is not just about exams; you learn key skills for life and learn about the world."</i></p>
<b>Popular Subject Combinations</b>	Geography works really well in combination with the following subjects: <i>History, Business, Art and Design, ALL Sciences, Computing, Languages and Media Studies.</i>
<b>Post 16 Opportunities</b>	<p>Geographers will have developed many transferable skills during the course that will help in future studies or employment. These include handling and analysing data, writing reports, thinking creatively, teamwork and decision-making.</p> <p>Many students choose to continue to study Geography at A Level as universities rate A level Geography highly for a multitude of courses; as do employers.</p>
<b>Additional Field Trips</b>	The Geography team have planned many international trips in the past with the most recent being a trip to Italy in April 2025. The department also runs an optional residential to the New Forest.

Subject: **Health and Social Care**

Qualification: **L2 Technical Award**

Exam Board: **Eduqas**

Category	Information
<b>Course Description</b>	<p>In the <b>Level 2 Technical Award</b> you will be covering the following material:</p> <ul style="list-style-type: none"><li>• Growth and development across the lifespan of individuals</li><li>• Factors that can affect growth and development</li><li>• Understanding of self-concept and personal development</li><li>• The role and purpose of promoting health and well-being</li><li>• Life events</li><li>• Lifestyle choices</li><li>• The roles and responsibilities of practitioners</li><li>• Context of legislation, standards and codes of conduct</li><li>• The current changing demands for care on the health and social care sector and individuals</li><li>• Key theories and how they impact development and the care provided</li><li>• Safeguarding and confidentiality</li><li>• Challenges in providing support</li></ul>
<b>Coursework</b>	<p>There is <b>one coursework unit</b> which is split into <b>two assignments</b>. Throughout Year 10 you will complete both of the assignments which are worth up to 60 marks. These are <b>controlled assessments</b> which means they need to be completed in school in controlled conditions.</p> <p><b>Unit one – Outcome-focused and person-centred practice in health and social care</b></p> <p><b>Assignment one</b> Students will analyse a case study which is set by the exam board each year. They will look into the health and well-being of the individual and discuss the care and support they require across the four areas of development. They will also look into the challenges and opportunities in supporting the health and well-being of the individual. They will look into how standards and legislation support the professional practice and the care values that should be used by professionals when working with an individual.</p> <p><b>Assignment two</b> Students will complete a research task. They will get the opportunity to choose from a specified list which area they would like to focus their project on. Previous topics have included, Mental Health, Obesity and Sexual Health. They will then complete a series of tasks focused on their chosen topic, where they will look into the service provision and impact both locally and nationally.</p>
<b>Final Examination</b>	<p>There is a final exam, component three – <b>‘Health, well-being and development throughout the lifespan’</b>. This exam is 1 hour 20 minutes and includes short and extended answer questions. The exam will be completed at the end of year 11. This exam is worth 80 marks.</p>
<b>Students’ Perspective</b>	<p>Students really enjoy this subject and for many this proves to be one of their best grades. They enjoy the lessons and find them very interactive.</p>
<b>Post 16 Opportunities</b>	<p>In the Sixth Form, students could pursue the Pearson Level 3 AAQ in Health and Social Care or the Pearson Level 3 AAQ in Early Childhood Development <b>Both qualifications are equivalent to one ‘A’ Level.</b></p> <p>This award would be very useful for anyone who wants to work with children within the education or health and social care systems.</p>

Subject: **History**

Qualification: **GCSE**

Exam Board: **AQA**

Category	Information
<b>Course Description</b>	<p>GCSE History is made up of the following four components:</p> <p><b>Component 1: Germany 1890-1945 Democracy &amp; Dictatorship</b> The role of the Kaiser, the impact of World War One and the growth of democracy. The impact of Depression on German society. The rise of political extremism and the establishment of Hitler’s dictatorship. The experiences of Germans under the Nazis.</p> <p><b>Component 2: Conflict &amp; Tension between East &amp; West 1945-1972</b> The origins and the development of the Cold War; the post-war world and the impact of the atomic bomb on relations and the evolution of East-West rivalry. Transformation of the Cold War including the Berlin Wall, the Cuban Missile Crisis and the easing of tensions.</p> <p><b>Component 3: Britain: Health &amp; the People</b> A thematic study of how medicine and public health developed in Britain over a long period of time considering the causes, scale, nature and consequences of short and long-term developments and their impact on British society. Wider world developments and the way they influence Britain is also studied.</p> <p><b>Component 4: Elizabethan England 1558-1603</b> This option allows students to study in depth the restoration of the monarchy. The study will focus on the major aspects of Elizabeth I’s reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. This component will include a study of the impact of Elizabethan England on a historical environment.</p>
<b>Final Examination</b>	<p><b>The final examination comprises of two papers:</b></p> <p><b><u>Paper 1: Understanding the Modern World (50%)</u></b></p> <ul style="list-style-type: none"><li>• <i>Germany 1890-1945 ‘Democracy &amp; Dictatorship’</i></li><li>• <i>Conflict &amp; Tension between East &amp; West 1945-1972</i></li></ul> <p><b><u>Paper 2: Shaping the Nation (50%)</u></b></p> <ul style="list-style-type: none"><li>• <i>Britain: Health &amp; the People</i></li><li>• <i>Elizabethan England 1558-1603</i></li></ul>
<b>Students’ Perspective</b>	<p>History is a very popular option, with significant numbers of students opting for the subject at GCSE. Student feedback has included; <i>“lessons are varied with different activities taking place”, “you learn how to structure an argument through discussions and writing”, “interesting topics studied”, “good quality teaching and support”, “work is marked with advice on how to improve”.</i> Intervention sessions are run regularly and led one GCSE student from last year to proclaim, <i>“the revision sessions you provided were outstanding – targeted brilliantly to help me achieve my Grade 9!”</i></p>
<b>Post 16 Opportunities</b>	<p>Students may wish to study A level History for which the minimum level of a grade 5 at GCSE is expected. <b>The subject is the most popular option at A level and the results over the last three years have been judged to be excellent, with a number of our students attending Russell Group universities.</b> History A-Level can lead to a career in business, journalism or law to name a few.</p>

Category	Information
<b>Course Description</b>	<p>The level 2 Hospitality and Catering course is for students who want to learn about the Hospitality and Catering sector and the potential it can offer them for their careers or further study. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. This course will give an insight into all the potential areas of employment. Students develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will also learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. On this course, students will also have the opportunity to develop transferable skills of problem solving, organisation and time management, planning and communication.</p> <p>The course is split into two distinct parts. Year 10 focuses on written theory about the hospitality sector in preparation for the written exam. Year 11 focuses on written theory of nutrition and the large written coursework aspect of the course.</p> <p>Out of five lessons over a fortnight, three are theory based and will cover the written content of the course. The remaining two lessons will be practical skills-based lessons that occur once a week.</p> <p><b>Cost</b> £2 per practical lesson – these take place once a week.</p> <p>In Year 10, students will be expected to bring in a fresh whole chicken to learn how to butcher.</p> <p>You will need to provide any ingredients needed for mock or final practical exams.</p>
<b>Coursework</b>	There is a large element of theory and written coursework of around 5000 words.
<b>Final Examination</b>	There is a 90-minute written exam based on the hospitality industry.
<b>Students' Perspective</b>	<p><i>"I have learnt about cooking methods and nutrition from investigating foods from different continents and special diets."</i></p> <p><i>"Learning about the hotel and restaurant industry was really interesting and gave me some good career choices"</i></p> <p><i>"You must remember to pay for your ingredients and bring in suitable containers"</i></p> <p><i>"It is a varied subject."</i></p>
<b>Post 16 Opportunities</b>	This course also provides an excellent foundation for a career in the food and hospitality industries. The hospitality and catering industry is the UK's biggest employer providing one in five jobs, some of the largest employers include; Marks and Spencer, Mars, Unilever, Tesco and Kraft foods and numerous hotel and restaurant chains.

Category	Information
<b>Course Description</b>	<p>A GCSE in Media Studies is a nationally recognised course, structured to give you a clear understanding of mass media - print media, moving image, radio, e-media, advertising, news and popular music - and its role in society. Throughout the course you will respond to and analyse a wide range of media texts; gain a broad knowledge of industrial and commercial natures of media production; investigate the nature of media consumption of different audiences; create your own media products and engage with the developing world of media technologies.</p> <p>The four key concepts covered by the course are:</p> <ul style="list-style-type: none"> <li>• Media Language</li> <li>• Audience</li> <li>• Industries</li> <li>• Representation</li> </ul>
<b>Final Examination</b>	<p><b>Unit 1: Investigating the Media</b></p> <p><b>PAPER 1 = 35% OF FINAL GRADE. (84 MARKS) 1½ HOURS.</b>            Questions will focus on three areas of the theoretical framework: industries, audiences and representation. A will focus on industries and audiences whilst Section B will deal with the representations.</p> <p><b>PAPER 2 = 35% OF FINAL GRADE. (84 MARKS) 1½ HOURS.</b>            Questions will focus on media language and contexts of the media. Students will be expected to analyse media products both in relation to the theoretical framework and their contexts.</p> <p>Section A will focus on language and Section B will focus on contexts.</p>
<b>Controlled Assessment</b>	<p><b>Unit 2: Understanding the Media - worth 30% of the final grade.</b></p> <p>The application of theory-based knowledge will be exhibited in a creative piece. This practical work will potentially use different platforms; from print-based media to e-media to broadcast media.</p> <p>The product itself will have to suit a specified target audience. The projects aim to replicate how the media works in the real-world.</p>
<b>Students' Perspective</b>	<p><i>"I really enjoy Media Studies. It is more difficult than I expected, but you get to look deeply at things you wouldn't normally analyse. I'm interested in a career in the media now."</i></p> <p><i>"This option will challenge you in many different ways, so the lessons are never boring and the teachers will get the best out of you."</i></p> <p><i>"Now when I watch a movie or visit a website, I am able to think about what's been used to create it and why."</i></p> <p><i>"It enables you to be creative and imaginative in your work."</i></p>
<b>Post 16 Opportunities</b>	<p>Media Studies is available at Vandyke as an A-Level option and the subject is looked at in great depth; in that we consider the ideological implications of the production and reception of certain media products. Media studies is now considered one of the most useful and important subjects within the current employment market where new careers roles are created annually with the changing technological landscape.</p>

Subject: **Modern Languages**  
**French/German**

Qualification: **GCSE**  
Exam Board: **Edexcel**

Category	Information
<b>Course Description</b>	<p style="text-align: center;"><b>Bienvenue! Willkommen!</b></p> <p>The Modern Languages courses at GCSE are active, practical and challenging. You will build on the work done in Y9 - in fact all the vocabulary and grammar you have done so far is part of the GCSE course.</p> <p>You will practise the skills of listening, speaking, reading and writing in a variety of topic areas such as discussing holidays, school subjects, environmental issues and hobbies. You will also learn practical structures/phrases for situations such as making arrangements, booking accommodation, buying food and drink in a shop/café and buying travel tickets. French is available to study as an additional GCSE before school as an 'Early Morning course'. Lessons are twice a week, starting at 8am. Students follow the same GCSE French course as on the timetable but have less contact time with the teacher.</p> <p><b>You need to have studied French or German in Y9 to be able to take it as a GCSE option. Please note that the standard of work in the Y11 final GCSE exams is the same for French and German and clearly we need to cover a lot more vocab and grammar in German. This will be reflected in the pace of GCSE German lessons.</b></p>
<b>Final Examination</b>	<p>Your GCSE Exam grade for languages is made up from the following exams taken at the end of year 11:</p> <ul style="list-style-type: none"><li>• <b>25% Listening and Responding - comprehension questions and dictation</b></li><li>• <b>25% Speaking - read aloud, role play, picture-based tasks and conversation on same topic</b></li><li>• <b>25% Reading and Responding - comprehension questions and translation into English from the foreign language</b></li><li>• <b>25% Writing - translation from English into the foreign language and two short essays on topics taught throughout the course</b></li></ul> <p>Each test is set at Higher and Foundation Level. Students will take the same level for all four exams as appropriate for their confidence in the foreign language.</p>
<b>Students' Perspective</b>	<p>Languages are popular options and we have many students studying two Modern Foreign Languages, with significant numbers choosing to study GCSE French as an additional option before school. Quotes from students on their GCSE language experience:</p> <p><i>"Interesting, exciting, lessons are varied and never boring."</i></p> <p><i>"Cool, I love it and do well in end of topic tests!"</i></p> <p><i>"It's enjoyable but also challenging and you always learn a lot."</i></p> <p><i>"You get to learn through team games and group work."</i></p> <p><i>"They work us hard in lessons and we always learn a lot."</i></p> <p><i>"We always know how well we are doing and we get very clear feedback."</i></p>
<b>Post 16 Opportunities</b>	<p>A Level courses are available in foreign languages in the Sixth Form at Vandyke. We currently offer both French and German in the Sixth Form. Many of our A Level students continue to study languages at university. People in a wide range of jobs need to use languages to some extent and many companies encourage staff to continue developing their language skills throughout their career.</p>

Subject: **Music**

Qualification: **GCSE**

Exam Board: **Edexcel**

Category	Information								
<b>Course Description</b>	<p><b><i>If you select GCSE Music, you cannot take it together with Music Practice.</i></b></p> <p>This course requires students to play an instrument or sing at a music Grade 4 level in order to achieve above a GCSE Grade 4 overall. There are three main units: performance, composition and a listening exam, which requires students to use theory to analyse pieces of music. <b>We would like to hear you play a Grade 4 piece upon opting for this course to ensure that the qualification is suitable for you.</b></p> <p>You will focus on three main areas:</p> <ul style="list-style-type: none"> <li>• Performance: 1 solo and 1 ensemble</li> <li>• Composition: 1 free composition and 1 composition to a brief</li> <li>• Appraisal: 8 set works from different genres and periods of time (Baroque, Classical, Fusions, Film and Musical Theatre).</li> </ul> <p>You will study a wide range of music styles through performance, composition and listening tasks, which will enable you to develop your musicianship skills over the course.</p>								
<b>Coursework</b>	<p>60% of the Edexcel GCSE is coursework and is completed in controlled conditions throughout the 2 year course.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Performance: 30%</th> <th style="width: 50%; text-align: center;">Composition: 30%</th> </tr> </thead> <tbody> <tr> <td>1 solo performance (at least 1 minute in duration)</td> <td>1 free composition in any genre (at least 1 minute in duration)</td> </tr> <tr> <td>1 ensemble performance (at least 1 minute in duration)</td> <td>1 composition set to a brief by Edexcel (at least 1 minute in duration)</td> </tr> <tr> <td style="text-align: center;"><b>4 minutes combined duration</b></td> <td style="text-align: center;"><b>3 minutes combined duration</b></td> </tr> </tbody> </table>	Performance: 30%	Composition: 30%	1 solo performance (at least 1 minute in duration)	1 free composition in any genre (at least 1 minute in duration)	1 ensemble performance (at least 1 minute in duration)	1 composition set to a brief by Edexcel (at least 1 minute in duration)	<b>4 minutes combined duration</b>	<b>3 minutes combined duration</b>
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<b>Post 16 Opportunities</b>	<p>GCSE Music will equip you with a range of skills to be able to write you own music and perform in a range of genres. It can lead to our A-Level Music or RSL Commercial Music course.</p>								
<b>Students' Perspective</b>	<p><i>"We have enjoyed the musical activities on this course, especially performance because it was fun to play pieces we have worked on in our private instrument lessons."</i></p> <p><i>"I liked learning about Baroque music because this is my favourite style of music, as I already know how to play a few pieces."</i></p> <p><i>"Composition was challenging, but helped me get better at creating my own ideas."</i></p>								

Subject: **Music Practice**

Qualification: **Level 2 BTEC**

Exam Board: **Edexcel**

Category	Information
<b>Course Description</b>	<p><b>If you select Music Practice, you cannot take it together with GCSE Music.</b> You <b><i>must already</i></b> be able to play an instrument and/or sing as an entry requirement, but you <b><i>do not</i></b> need to have taken grades. You can be a beginner who regularly plays an instrument or sings.</p> <p>The music industry produces a wide range of products every single year such as recordings, compositions, live performances, music for film, TV and computer games. The <i>Music Practice</i> course is designed to enable you to fulfil your ambitions as a composer, performer, music producer and music analyst, which will give you a taste of life in the industry. These skills will be developed within three study areas: music genre knowledge, practical skills development and a final controlled assessment where you will respond to a brief provided by the exam board. Whilst the course is centred around popular music, it also helps you develop an appreciation for wider styles such as music for film, foley music, jazz and blues. You will also learn how musicians share their work and develop your skills in using blogs, YouTube, SoundCloud and other social platforms.</p>
<b>Coursework</b>	<p>All work on the course consists of written coursework and practical tasks: two components are internally assessed and the third component is externally assessed. The external assessment still comprises written and practical elements, which is our equivalent of an exam.</p> <p><b>Component 1</b> - Exploring Music Products and Styles: you will develop an awareness of musical styles and features, which is supported through a practical portfolio with written/spoken evidence (<i>internally assessed</i>). The practical portfolio may consist of live performances, audio recordings, compositions for media, an original song or a music production project.</p> <p><b>Component 2</b> - Music Skills Development: you will develop skills and techniques to on your instrument/vocals - this is important when securing gigs and commissions in the industry. You will continually review your progress towards musical goals within two musical disciplines (music production /composition /performer) and evidence these through a portfolio (<i>internally assessed</i>).</p> <p><b>Component 3</b> - Responding to a Musical Brief: you will be given a real-life industry scenario, which will be interpreted via a performance pathway. This task is centred on accurately covering an existing song and performing it stylistically.</p>
<b>Final Examination</b>	<p>Components 1 and 2 both have a controlled assessment task, which is completed independently. This is so that we can see how you apply your knowledge from lessons. Component 3 is an extended controlled assessment completed in May/June of Year 11. All controlled assessments consist of written and music practical tasks.</p>
<b>Post 16 Opportunities</b>	<p>This qualification is recognised in Sixth Form and colleges alike, so students will be able to successfully move on to our Level 3 Commercial course. They will be able to further develop their music skills in a range of areas from composition, performance and production, with the potential to move on to higher university level study.</p>
<b>Students' Perspective</b>	<p><i>"We really love learning about genres but in a practical way." "This course is so practical and means we can improve our skills using practice rooms during lessons." "I am pleased I picked this course because I have already become a lot better at my instrument."</i></p>

Category	Information
<b>Course Description</b>	<p>In the diverse and ever-changing world we live in, it's important that students are challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and ethical issues.</p> <p>A GCSE in Religion and Ethics (Religious Studies) involves studying the religions of Christianity and Buddhism, examining the beliefs, teachings and practices of those religions, as well as four religious, philosophical and ethical studies themes:</p> <p><b>Relationships and families</b> In this section of the course, we explore different kinds of relationships and family set-ups, examine sex, marriage and divorce, and consider gender equality within families and the wider society.</p> <p><b>Religion, peace and conflict</b> Here, we look at religion and its role in violence, war and terrorism throughout history, and we explore how it impacts 21<sup>st</sup> century conflict.</p> <p><b>Religion, crime and punishment</b> In this part of the course, we will explore ideas such as corporal punishment, the death penalty, and the role of forgiveness in our society. We also examine ideas of religion's role in crime and its causes, as well as beliefs about the aim of punishment in different religions.</p> <p><b>Religion, human rights and social justice</b> This theme examines the way wealth and power are treated in society, as well as the status of women in society and different religions. Additionally, we explore attitudes towards human rights in different religions and cultures from around the world.</p>
<b>Final Examination</b>	<p><b>COMPONENT 1: THE STUDY OF RELIGIONS: BELIEFS, TEACHINGS &amp; PRACTICES. 50% OF FINAL GRADE. 96 MARKS - 1HR 45 MINS.</b> In this exam, students are expected to answer questions on the two religions studied. For each religion, the students must respond to various questions worth between 1 and 12 marks.</p> <p><b>COMPONENT 2: THEMATIC STUDIES. 50% OF FINAL GRADE. 99 MARKS – 1HR 45MINS.</b> In this paper, students are asked to explore all four of the themes studied over the course, answering five questions on each with marks ranging from 1 to 12. There are an additional 3 marks for spelling, punctuation and grammar on this paper.</p>
<b>Students' Perspective</b>	<p>Students at Vandyke Upper value this course for the depth and variety of content:</p> <p><i>'It is interesting and eye-opening. It's a good subject to have for literally any path you're curious about in the future.'</i></p> <p><i>'This course provides a deeper insight into the philosophy and ethics of both Christianity and Buddhism, allowing us to express our opinions in open debate and explore other people's faiths.'</i></p> <p><i>'We have fun and learn at the same time!'</i></p>
<b>Post 16 Opportunities</b>	<p>This course is designed to develop skills of empathy, critical thinking and debate. Although there is not currently an A Level course in this subject, there are future plans to offer this. The skills students learn on the course will aid them in various A Level courses such as Law, English, the Humanities and Psychology.</p>

Subject: **Photography**

Qualification: **GCSE**

Exam Board: **AQA**

Category	Information
<b>Course Description</b>	<p>More than ever, we are living in a visual society where people communicate through photographs and constructed images. Studying GCSE photography means that you will learn how to create this content through original photographic works. You will learn how to use a camera and how to edit and develop your photographs using Photoshop. Your work will be presented as a digital portfolio via Google Drive, developing your functional ICT skills in addition to your practical and creative skills, and it will be supported by an electronic sketchbook of physical creative work and drawing.</p> <p>You will require excellent independent learning skills and enjoy creative subjects. You should also have a good drawing ability so you can plan and communicate your ideas in your sketchbook. <b>Having access to a digital camera is essential</b>, the type of camera can vary, but you must have access to it when required so that you can take photographs outside of school. The majority of shoots are taken outside of school to ensure unique interpretations within projects.</p>
<b>Coursework</b>	<p><b>Component 1</b>, a coursework portfolio, counts for <b>60%</b> of your grade and will be made up of workshops and mini-projects (supporting work). These projects are designed for you to develop and strengthen your creative and photographic skills. You must show that you can analyse photographs, use a camera effectively and explore Adobe Lightroom and Photoshop to develop your photographs. In Year 11 you will work on a sustained project that you can personalise towards your own area of interest.</p>
<b>Final Examination</b>	<p><b>Component 2</b>, the externally set assignment, is worth the remaining <b>40%</b> of your GCSE grade. You will be given several starting points by the exam board and you must select one to pursue for this component. This is issued at the start of the spring term and you will be required to complete sketchbook and developmental work related to your chosen theme over a three-month period. Component 2 concludes with a 10-hour unassisted practical session (over two school days) where you make a final piece/ series of pieces based on your preparatory work.</p> <p>Components 1 and 2 are marked separately in school and later moderated by a visiting moderator from AQA. There is no formal written exam but you must type/ annotate in your sketchbook to indicate your understanding and points of learning.</p>
<b>Students' Perspective</b>	<p><i>"Photography to me is about capturing not only a still image, but a feeling or emotion, and Vandyke's Photography GCSE gives you the framework in order to express yourself."</i></p> <p><i>"I like GCSE photography as I feel I have made great improvement in my work from the new techniques I have been taught and with the help of my teachers and peers."</i></p> <p><i>"Photography is a favourite subject of mine. The creativity involved is complex and interesting. It's a lesson where you can work on what you enjoy and mix your own ideas into it."</i></p>
<b>Post 16 Opportunities</b>	<p>Further education, such as A Level photography, college courses in Art and Design or other practical areas. Creative careers include professional photographer, games design, animator, fashion, publishing, film, media, teaching, design and many more. Do not underestimate the merits of a creative career.</p>

Category	Information																	
<b>Course Description</b>	<p><b>Only one course can be selected from PE (GCSE), Sports Science Level 2 or Sports Studies Level 2.</b></p> <p>The course is divided into three sections:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>Component 1: Fitness &amp; Body Systems</b>  Topic 1 - Applied anatomy and physiology  Topic 2 - Movement analysis  Topic 3 – Effects of exercise  Topic 4 – Physical Training</p> </td> <td style="vertical-align: top;"> <p><b>Component 2: Health &amp; Performance</b>  Topic 1 - Health, fitness and well-being  Topic 2 - Sport psychology  Topic 3 - Socio-cultural influences  Topic 4 – Ethics in Sport</p> </td> </tr> </table> <p style="text-align: center;"><b>Component 3: Practical Performance</b></p> <p>Students get to demonstrate their practical prowess over 3 sports. One of which must be a team, one must be an individual and the third one you can choose either team or individual. Students get to experience a variety of sports so they can make an informed decision on which 3 they can demonstrate practical excellence.</p> <p style="text-align: center;">A few sports they can experience are:</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>Rugby</td> <td>Trampolining</td> <td>Table Tennis</td> <td>Badminton</td> <td>Football</td> </tr> <tr> <td>Athletics</td> <td>Swimming</td> <td>Netball</td> <td>Hockey</td> <td>Cricket</td> </tr> <tr> <td>Climbing</td> <td>Volleyball</td> <td>Basketball</td> <td>Handball</td> <td>Dance</td> </tr> </table> <p style="text-align: center;"><i>Students must participate in at least one sport outside of school to score well in this section.</i></p>	<p><b>Component 1: Fitness &amp; Body Systems</b>  Topic 1 - Applied anatomy and physiology  Topic 2 - Movement analysis  Topic 3 – Effects of exercise  Topic 4 – Physical Training</p>	<p><b>Component 2: Health &amp; Performance</b>  Topic 1 - Health, fitness and well-being  Topic 2 - Sport psychology  Topic 3 - Socio-cultural influences  Topic 4 – Ethics in Sport</p>	Rugby	Trampolining	Table Tennis	Badminton	Football	Athletics	Swimming	Netball	Hockey	Cricket	Climbing	Volleyball	Basketball	Handball	Dance
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<b>Coursework</b>	<p>The coursework assessment is based on Analysing and Evaluating Performance (AEP). Students can explore what it really takes to see improvements in their physical performance. The students are required to create and outline their strengths and weaknesses in a sporting performance of their choice. They will analyse and evaluate to see how effective they really are within that sport.</p>																	
<b>Final Examination</b>	<p><b>Written Examinations</b></p> <ol style="list-style-type: none"> <li>1. PAPER 1 - Fitness &amp; Body Systems. 1 hour <b>30% (60 marks)</b></li> <li>2. PAPER 2 - Health, Well Being &amp; Performance. 1 hour <b>30% (60 marks)</b></li> </ol> <p><b>Practical</b></p> <ol style="list-style-type: none"> <li>3. Practical Performance. Practical <b>30% (20 marks per sport)</b></li> </ol> <p><b>Coursework</b></p> <ol style="list-style-type: none"> <li>4. Analysing and Evaluating Performance (AEP). Coursework <b>10% (20 marks)</b></li> </ol>																	
<b>Students' Perspective</b>	<p><i>"GCSE PE made me a better sportsperson, I'm now a stronger leader and more tactically aware in football."</i></p> <p><i>"It helps you understand what's really going on in your body when you're exercising."</i></p> <p><i>"PE lessons are really interesting and interactive even in theory lessons."</i></p>																	
<b>Post 16 Opportunities</b>	<p>GCSE PE opens the gateway into the sporting world, giving you the knowledge and expertise to go on to study courses like BTEC Sport (Level 3) and / or A level PE in our Sixth Form. The course creates opportunities to go into the sport, fitness, coaching and analysis industries plus a wide variety of other professions.</p>																	

Subject: **Public Services**

Qualification: **BTEC**

Exam Board: **Edexcel**

Category	Information
<b>Course Description</b>	<p>In the Level 2 BTEC you will cover the following material:</p> <ul style="list-style-type: none"><li>• The roles and responsibilities of the public services.</li><li>• How public services are delivered and funded.</li><li>• Working skills, such as teamwork and communication within the public services</li><li>• Reviewing own performance of working skills.</li><li>• Public service job opportunities</li><li>• Application and selection processes of the public services for employment.</li><li>• Job searching techniques, CVs and application forms.</li><li>• Diet and nutrition for a healthy lifestyle.</li><li>• Lifestyle factors that affect health and fitness.</li><li>• Public service job requirements for health and/or fitness.</li><li>• Fitness tests.</li></ul>
<b>Coursework</b>	<p>There are <b>three</b> pieces of work required:</p> <p><b>Year 10</b> - You will explore fitness and nutrition and how it applies to a job in the public services. You will also assess your own physical performance.</p> <p><b>Year 11</b> - You will explore a range of job roles as well as the requirements for these jobs. You will then assess your suitability for different roles and complete an application form a public service role of your choice.</p> <p><b>Year 11</b> - This piece of coursework will be about skills used in public services such as communication and teamwork. You would also need to demonstrate these skills in practice and evaluate your skills.</p>
<b>Final examination</b>	<p>One written examination about the role and work of the public services in the May of Year 10. The exam lasts one hour and is worth <b>50 marks</b>.</p>
<b>Students' perspective</b>	<p><i>"I enjoy the course because we get to learn about all the different public service roles, including speakers coming in from the Police, Army, RAF, and voluntary services such as the East Anglian Air Ambulance. "</i></p> <p><i>"The coursework is explained well, and the class is well behaved",</i></p> <p><i>"Good quality teaching and support".</i></p> <p><i>"I thoroughly enjoyed the practical element We have participated in fitness tests and a drill competition and many teambuilding activities"</i></p>
<b>Post 16 opportunities</b>	<p>In the Sixth Form, students could pursue the Pearson Level 3 Extended Certificate in Uniformed Protective Services. <b>This qualification is equivalent to one 'A' Level.</b> The award would be very useful for anyone who wants to work in the Uniformed Protective Services.</p>

Category	Information
<b>Course Description</b>	<p>If you choose the separate (Triple) Science option, you will study key areas in Biology, Chemistry and Physics to give three GCSE Science qualifications overall. These modules are an extension of the Combined Science GCSE units going into greater detail and covering more information linked to each topic. There is also an additional Physics unit on Space. Topics for these separate GCSEs will be taught by three specialist teachers over the two-year duration.</p> <p><b>Biology Units:</b> Cells and cell structure, Organisation, Infection and response, Bio-energetics, Homeostasis + Response, Inheritance, variation, evolution, Ecology  <b>Chemistry Units:</b> Atomic structure, Bonding; structure and properties, Quantitative Chemistry, Chemical changes, Rates and extent of chemical reactions, Organic Chemistry, Qualitative analysis, Atmosphere, Earth's resources.  <b>Physics Units:</b> Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnets and Electromagnets and Space.</p> <p><i>Triple Science is an extended science GCSE choice, suitable for students who are considering working to further their knowledge in this STEM (Science, Technology, Engineering or Maths) course, or those that have a keen passion for Science. Students should be happy to undertake at least 14 lessons of Science a fortnight and prepared for weekly independent study/homework for each of the three subject areas (Biology, Chemistry and Physics).</i></p>
<b>Coursework</b>	<p>While there is no examined controlled assessment, each student has to complete a series of required practicals that will be assessed in the final exams. These practicals cover standard skills that all scientists need to be aware of.</p>
<b>Final Examination</b>	<p>The exams are split into Foundation papers for students aiming to get a level 1 to 5 overall and Higher papers for students aiming for level 5 to 9. The exams are a mixture of multiple choice, short answer and longer answer questions, although there will be more of the longer answer questions in the Higher tier papers.</p> <p>There are six written papers in the summer exam, two for each GCSE (Biology, Chemistry and Physics). Each exam is 1 hour 45 minutes long and accounts for <b>50%</b> of the grade achieved.</p>
<b>Students' Perspective</b>	<p><i>"I really enjoy doing practical work in science. The theory can sometimes be hard to understand but once I've gone over it a few times, it starts to makes sense."</i></p> <p><i>"Taking Triple Science is a challenge, there is so much to learn, but it is really interesting and often explains why certain things happen."</i></p> <p><i>"I really like my Science lessons and I know that science is important to my future."</i></p> <p><i>"There's always so much to learn in Science but my teachers make it interesting and I feel I can do well."</i></p>
<b>Post 16 Opportunities</b>	<p>A Levels are available in Biology, Chemistry and Physics. Sciences are integral to all careers and are highly valued qualifications for vocational routes and higher education. Such qualifications open up a wide and diverse range of career options.</p> <p>If you wish to follow a career in Medicine, Veterinary Science or Engineering, you will need to have Separate (Triple) Science at GCSE.</p>

Category	Information
<b>Course Description</b>	<p><b>Only one course can be selected from PE (GCSE), Sports Science Level 2 or Sports Studies Level 2.</b></p> <p>The course is divided into three units across years 10 and 11. These are:</p> <ul style="list-style-type: none"> <li>• R180 - Reducing the risk of sports injuries and dealing with common medical conditions. <b>70 marks (Exam unit - written paper, 1 hour 15 mins)</b></li> <li>• R181 - Applying principles of training: fitness and how it affects skill performance. <b>80 marks (Coursework based project)</b></li> <li>• R182 - The body's response to physical activity and how technology informs this. <b>40 marks (Coursework based project)</b></li> </ul>
<b>Coursework</b>	<p>Two thirds of the course is coursework based. Students will be taught the content both practically and in a classroom setting.</p> <p><b>R181 - Applying principles of training: fitness and how it affects skill performance</b> You will learn how to conduct fitness tests, interpret the results, create skill based fitness tests, design, and evaluate fitness programmes. The OCR-set assignment brings this together through demonstration of this knowledge and producing suitable coursework.</p> <p><b>R182 - The body's response to physical activity and how technology informs this</b> By completing this unit, you will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity and use technology to track these changes</p>
<b>Final examination</b>	<p><b>R180 - Reducing the risk of sports injuries and dealing with common medical conditions</b></p> <p>Taking part in sport and physical activity puts the body under stress.</p> <p>You will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups, and knowing how to respond to injuries and medical conditions in a sport setting are all vital skills within the sport and leisure industry.</p> <p>This unit is externally assessed through OCR with an <b>exam (1 hour 15 mins)</b>. The exam is a summative final assessment in June (Year 11).</p>
<b>Students' perspective</b>	<p><i>"In Sport Science the written work is a lot, but there is a smaller exam which is better for me!"</i></p> <p><i>"We do some practical lessons in our group but the majority of our lessons are theory as our coursework is the most important part of the course."</i></p> <p><i>"Getting the coursework done by the due dates helped me keep on track and I found the course easier because of this."</i></p>
<b>Post 16 opportunities</b>	<p>Sport Science is useful if you want to study BTEC Level 3 National in Sport or A-level PE as it gives you an understanding of key topics that can be used to support level 3 courses.</p> <p>It is also a good starting point for those students who are interested in working in the sport and fitness/ leisure industry.</p>

Category	Information
Course Description	<p><b>Only one course may be selected from PE (GCSE), Sports Science Level 2 or Sports Studies Level 2.</b></p> <p>The course is divided into three units across years 10 and 11. The units covered include</p> <ul style="list-style-type: none"> <li>• <b>R184 - Contemporary Issues in Sport - EXAM - Written paper (1 hour 15 mins)</b> 70 marks (<i>EXAM Unit</i>).</li> <li>• <b>R185 - Performance and leadership in sports activities</b> 80 marks (Practical Activities + Coursework based project)</li> <li>• <b>R186 - Sport and the media</b> 40 marks (Coursework based project)</li> </ul>
Coursework	<p><b>R185 - Performance and leadership in sports activities</b> You will have an opportunity to develop your skills both as a performer in two different sporting activities and as a leader, developing a range of transferable skills. Topics include:</p> <ul style="list-style-type: none"> <li>• Key components of performance</li> <li>• Applying practice methods to support improvement in a sporting activity</li> <li>• Organising and planning a sports activity session</li> <li>• Leading a sports activity session</li> <li>• Reviewing your own performance in planning and leading a sports activity session</li> </ul> <p><b>R186 - Sport and the media</b> By completing this unit, you will understand the different sides of a range of media sources and apply real-life examples to show the nature of the relationship between media and sport. Topics include:</p> <ul style="list-style-type: none"> <li>• The different sources of media that cover sport</li> <li>• Positive effects of the media in sport</li> <li>• Negative effects of the media in sport</li> </ul>
Final examination	<p><b>R184 - Contemporary Issues in Sport</b> Topics include:</p> <ul style="list-style-type: none"> <li>• Issues which affect participation in sport.</li> <li>• The role of sport in promoting values.</li> <li>• The implications of hosting a major sporting event for a city or country.</li> <li>• The role National Governing Bodies (NGBs) play in the development of their sport.</li> <li>• The use of technology in sport.</li> </ul> <p>You will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. This unit is externally assessed through OCR with an <b>exam (1 hour 15 mins)</b>. The exam is a summative final assessment in June (Year 11).</p>
Students' perspective	<p><i>"I like that we have a nice mix of practical and theory lessons."</i>  <i>"Working through coursework makes me feel like I can see my progress."</i>  <i>"The topics we learn about are relatable to sport in real life."</i>  <i>"I can track my progress through the course so I know I'm on track."</i></p>
Post 16 opportunities	<p>Sport Studies is useful if you want to study BTEC Level 3 in Sport or A-level PE as it gives you an understanding of key topics that can be used to support level 3 courses. It is also a good starting point for those students who are interested in working in the Sport, Health and fitness/leisure industry.</p>



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 Vandyke Upper School

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