

The student guide to Key Stage 4 courses



Spring Term 2021

Name.....

Form.....

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Vice Principal's Message



Dear Parents, Carers and Students,

Choosing subjects for Key Stage 4 is an exciting time for students, parents or carers and, indeed, staff. Our school remains committed to providing a broad and balanced curriculum that serves the best interests of our students and supports their aspirations. We believe all children can and will achieve, whilst constantly aiming for excellence. This booklet outlines the process of choosing options and gives details of the subjects themselves.

Whilst there is guidance provided throughout this document please consider the following points:

- a) Students should think about the subjects they enjoy; however, this needs to be reviewed *without* thought for the teacher that they may have worked with up to this point, since there can be no guarantee that the same teacher will lead them through Years 10 and 11.
- b) Students should consider what subjects they are good at and they can confirm their own understanding of their progress to date with their current teacher.
- c) Students should look for a balanced set of option choices. This is a time when decisions really do not rule out or rule in ultimate career choices but, nonetheless, it is prudent to keep all avenues available and a balanced selection will help ensure that happens.

It is also pertinent to inform parents about the government's '**Progress 8**' measure and our response to it here at Nishkam High School. Students are encouraged to take 'high value' qualifications as part of a broad and balanced curriculum, with a particular emphasis on securing an 'academic core'. Courses ideally should allow for progression into study at Level 3 (A Level and equivalent qualifications).

English and Maths are considered the pre-eminent 'high value' qualifications and they are compulsory subjects to be taken by all students here at Nishkam High School. Science and Religious Studies are also compulsory examined subjects.

Secondly, the range of subjects in the English Baccalaureate (EBacc) suite of qualifications is also given precedence within Progress 8 and these include: science subjects, history, geography, modern foreign languages and computer science. EBacc subjects provide balance to a student's curriculum and are widely recognised as strong academic subjects by universities and employers. Parents and students should note that these subjects are also held in high esteem by elite universities such as Oxford, Cambridge and those within the Russell Group.

Students will select subjects from one of three different pathways. More information about these pathways can be found on **Pages 9 & 10**.

Once students and parents have read this booklet and attended the Year 9 Parent's and Option's Evening, we will ask for completed Option's Forms to be returned into school, to form tutors, by

Friday March 5th 2021. When completing the form, students should select the pathway best suited to them. Guidance will also be offered.

Students will be aiming for a set of 9 or 10 GCSE courses; this complements the national guidelines with an emphasis on a more concise range of subjects and a focus on the quality of the learning and teaching which will lead to the best possible outcomes for all students.

One final consideration for students and parents is that constraints exist which mean it may not be possible to run all of the given subjects. For example, if the numbers selecting a particular subject are not viable then students that have opted for that subject will be asked to make an alternate selection from their reserve choices. At all times the school will ensure that it contacts parents and consults with them about any such possible changes.

Mr C Deeks

Vice Principal

Changes to GCSE Grading



The grading system for GCSE has changed. From 2017, the previous A* - G grading system has been replaced with Grades 1-9.

For the current Year 9, all subjects will be graded using the new system, with students receiving their results in August 2023.

This approach will mean:

- Broadly the same proportion of students will achieve a grade 4 and above as previously achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as previously achieve an A and above.
- For each examination, only the very highest achievers (approximately the top 3%) will gain a grade 9.
- The bottom of grade 1 will be aligned with the bottom of the 'old' grade G.
- Grade 5 will be positioned in the top third of the marks for a current Grade C and bottom third of the marks for a current Grade B. This will mean it will be of greater demand than the present grade C.
- The new maths GCSE will be tiered, with grades 4 and 5 available through both foundation and higher tiers.
- Grade 5 and above will count as a 'good' pass for entrance to sixth form, university and beyond.

If you would like to find out more please read this webpage:

<https://www.gov.uk/government/news/setting-standards-for-new-gcses-in-2017>

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

Questions for students to consider



The subjects you will be taking in Years 10 and 11 are composed of core subjects and a selection of three or four options which you must choose in consultation with the school. You will be studying some subjects in greater depth and therefore need to consider carefully your choices.

You should consider which subjects you are best at, and those you most enjoy. Try to find out from your teachers what subjects are desirable for the career you wish to pursue or for admission to the course of Higher Education which you may wish to study.

Be aware of selecting or rejecting a subject for the wrong motives. Do not let your friends decide for you, nor allow yourself to be influenced by your feelings about a particular teacher as opposed to the subject. Do not choose a subject as a possible “soft” option. The descriptions which follow will give more details about the work involved in each subject.

Who chooses?

You choose your subjects for Years 10 and 11 within certain constraints. You will be helped in this by staff and your parents. It is very important that you make the best choices because it would be very difficult to change from one subject to another once you have started a course.

How do I make my choice?

You will be asked to complete the subject choice form with guidance from your parents, subject teachers and form tutor.

What sort of work does each course involve?

Some of the subjects offered will be new to you, others different from your previous experience of them. This booklet gives some ideas of what is involved in each course. You will find out more by asking the staff who teach you.

What combination of subjects should I choose?

If you have a particular career in mind, check whether any particular subjects are required as acceptance for entry to that career. If you are uncertain which subjects are necessary for a particular job, you should ask staff any do some background research. Remember keep your choices open and broad and balanced.

University

When applying to a competitive university and especially for a very competitive course at such a university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements (or the equivalent.)

Universities may ask for a specific number of GCSEs (or the equivalent). For example, a number of medical courses ask for five (sometimes more) 8 grades (or its equivalent.)

For many courses a grade 6 (or its equivalent) in GCSE English or maths is needed, with science and engineering courses in particular often specifying this. Equally, courses such as Business or Psychology, which may attract applicants who are not necessarily strong Mathematicians, commonly ask for a 6 grade in mathematics (or its equivalent) and in some cases, sciences.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study Medicine are usually required to have very good GCSE results in mathematics, science and English.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.
- For a Business degree, a Grade 6 in GCSE mathematics is often required.
- To study a science at university (including biology, chemistry or physics) applicants who are not offering mathematics at advanced level will often need to have achieved a 5 in Maths GCSE.

Sixth Form at Nishkam High School Entry Requirements

To study A Levels - five GCSE's at Grade 6/7 (subject depending) or above including:

- English and Mathematics
- The subjects to be studied at A' Level
- A minimum of 96% attendance

Vocational courses will require a 5 or above, with a 4 in Maths and English

College

If you are thinking of applying to a college after Year 11, please be aware that many college courses require at least a grade 5 in GCSE English Language, mathematics and science with other subject specific requirements.

Year 10 Curriculum



Year 10 option pathways

In Year 10 you will have the chance to choose *some* of the subjects you study. It is not a completely free choice because it is important that you continue to follow a broad and balanced set of courses.

So, what might your timetable in Year 10 look like? It will be divided into **CORE** subjects taken by everyone, and a number of **OPTION** subjects where you have some choice.

These are taken by everyone:

English	Mathematics	Science	Physical Education (non examined)	Religious Studies
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In addition to the core, you will have a choice of three different pathways.

Green Pathway

If you choose the green pathway which will allow you gain individual GCSE qualifications in each of the sciences and you will also achieve the English Baccalaureate (EBacc). The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, science, English, maths and history or geography, that offer an important range of knowledge and skills. You will have already selected a language and will continue with this into year 10. This pathway will allow you to achieve 10 GCSE's.

	Core 1	Core 2	Core 3	Core 4	Core 5	Core 6	Core 7	Option 1	Option 2
Subjects	English	Maths	RS	PE (non-examined)	French or Punjabi	History or Geography	Triple Science	Triple Science	Business Music Comp Sci Food Technology Health & Social care
Periods per week	5	4	2	1	3	3	6	3	3

Blue Pathway

If you choose the blue pathway you will achieve a Double Award in Science (also known as 'Combined Science' or 'Trilogy'). This is where students study all three sciences (Biology, Chemistry and Physics) but end up with two GCSEs. You will also achieve the English Baccalaureate (EBacc). You will have already selected a language and will continue with this into year 10. This pathway will allow you to achieve 10 GCSE's.

	Core 1	Core 2	Core 3	Core 4	Core 5	Core 6	Core 7	Option 1	Option 2
Subjects	English	Maths	RS	PE (non-examined)	French or Punjabi	History or Geography	Trilogy Science	Cambridge National Sport Citizenship Business Art	Business Music Comp Sci Food Technology Health & Social care
Periods per week	5	4	2	1	3	3	6	3	3

Orange Pathway

If you choose the orange pathway you will achieve a Double Award in Science (also known as 'Combined Science' or 'Trilogy'). You will receive extra support in core areas instead of taking a language. This pathway will allow you to achieve 9 GCSE's. We will speak to parents and students who we think would be suited for this course.

	Core 1	Core 2	Core 3	Core 4	Core 5	Core 6	Core 7	Option 2	Option 3
Subjects	English	Maths	RS	PE (non-examined)	Literacy & Numeracy support (no exam)	History or Geography	Trilogy Science	Cambridge National Sport Citizenship Business Art	Business Music Comp Sci Food Technology Health & Social care
Periods per week	5	4	2	1	3	3	6	3	3



Examination Board: AQA

Qualification: GCSE

Aims

The course encourages students to: read a wide range of texts, fluently and with good understanding; read critically and use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar correctly as well as punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology as well as linguistic conventions for reading, writing and spoken language; listen to and understand spoken language; and use spoken Standard English effectively.

Assessment

Paper 1: Explorations in Creative Reading and Writing

What is assessed?

- Section A – One literature fiction text
- Section B – Descriptive or narrative writing

How is it assessed?

- Written examination: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

What is assessed?

- Section A – One non-fiction text and one literary non-fiction text
- Section B – Writing to present a viewpoint

How is it assessed?

- Written examination: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Spoken Language

The preparation and assessment of spoken language is a compulsory requirement of this course of study. It will appear on students' certificates as a separately reported grade, alongside the overall grade issued for English Language. Students will be assessed on presenting, responding to questions and feedback as well as their use of Standard English.

Extra-curricular Opportunities

The department frequently offers students the chance to attend trips to workshops and lectures in order to enhance students' learning experiences. The department runs a prose reading group for KS3, KS4 and KS5, encouraging students to read texts from the Carnegie award shortlist - the UK's oldest and most prestigious children's book award. Developing their debating skills will also prove immensely beneficial to students during the Spoken Language element of this course.



Examination Board: AQA

Qualification: GCSE

Note: Although closely linked to English language, English literature is a separate qualification.

Aims

The course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through the study of literature, students have the chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature encourages students to read widely for pleasure and prepares them for studying literature and other text based subjects at a higher level.

Assessment

Paper 1: Shakespeare and the 19th-century novel

What is assessed?

- Shakespeare
- The 19th-century novel

How is it assessed?

- Written examination: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Section A Shakespeare: students will answer one question on their play of choice; they will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice; they will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What is assessed?

- Modern texts
- Poetry
- Unseen poetry

How is it assessed?

- Written examination: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Section A Modern text: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster which is either Relationships or Power and Conflict.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Extra-curricular Opportunities

The department frequently offers students the chance to attend trips to the theatre, workshops, and lectures in order to enhance students' learning experiences. The department runs a prose reading group for KS3, KS4 and KS5, encouraging students to read texts from the Carnegie award shortlist - the UK's oldest and most prestigious children's book award.

Mathematics



Examination Board: Edexcel
Qualification: GCSE

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering and necessary in most forms of employment.

At Nishkam High School we aim to help students understand the importance of this subject and to equip them for life beyond school by allowing them to develop the skills required and achieve a good level of qualification at GCSE.

We will be following the EdExcel (IMAI) specification which is the new GCSE qualification awarding grades 9 to 1 rather than the traditional A*-G. Grade 9 is the highest grade.

Aims

EdExcel state the aims of the course as enabling students to:

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

Course Content

The course content is divided into five broad areas of study:

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry and Measures
- Statistics and Probability

The Key Stage 3 course has already covered much of the subject matter in all of these areas and the GCSE course is an extension of what students have already learnt.

Assessment

This course is assessed by three written examinations, each 1 ½ hours long at the end of the course. There are two tiers of examination:

- **Higher Tier** offers grades 9 to 4
- **Foundation Tier** offers grades 1 to 5

Students will be entered for the tier most suited to their ability.

The use of calculators is required on two of the papers but for one paper students are expected to work without a calculator. This is to ensure that they have a good understanding of the basic skills. Students will be encouraged to continue developing their mental skills as well as using technology to help when this is appropriate.



Examination Board: AQA

Qualification: GCSE

Aims

- To deliver high quality education in science to every pupil through challenging and stimulating teaching and learning.
- To encourage the development of informed opinions and to support such opinions with reasoned arguments.
- To encourage the development of an enquiring mind and the ability to become an independent learner.
- To promote awareness, knowledge and understanding of Scientific issues beyond the classroom setting.
- To encourage students to question, analyse and form opinions about various issues that appear in the news.
- For students to understand the purpose of and necessity for Science in their school and future lives.

Curriculum

Students will follow one of two pathways, these are:

- Triple Science, this leads to 3 individual GCSEs; Biology, Chemistry and Physics.
- Combined Science Trilogy, this leads to 2 GCSEs in Combined Science.

Assessment

All Science GCSE students are assessed by external exams; the external exams which take place at the end of Year 11.

Throughout the course practical's will be undertaken which will be directly linked to the exams at the end of Year 11 so that practical skills will be imbedded within the course and are seen as integral to the development of the understanding of science.

How it's assessed

Separate Sciences

Per Subject: Two Written exams: 1 hour 45 minutes **(6 examinations in total)**

Foundation and Higher Tier

100 marks 50% of GCSE

Question Style; Multiple choice, structured, closed short answer and open response.

Combined Science

Per subject: Two Written exams: 1 hour 15 minutes **(6 examinations in total)**

Foundation and Higher tier

70 marks each 16.7% of GCSE

Biology



GCSE Biology is a fascinating subject where students learn more about living organisms, so is therefore highly relevant to everyday life. Students will develop a range of valuable skills, such as:

- how to carry out their own scientific investigations,
- collect data, and evaluate it and
- research facts and theories of living processes.

Biology is a great choice of subject for people who want to pursue a career in health and clinical professions, such as: medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science.

Paper One

Topic 1. Cell Biology

Topic 2. Organisation of plant and animal systems

Topic 3. Infection and response

Topic 4. Biogenetics

Paper Two

Topic 5. Homeostasis and response

Topic 6. Inheritance, variation and evolution

Topic 7. Ecology

Assessments

Each paper will be a written exam of 1 hour and 45 minutes. With 100 marks in each paper and each paper being worth 50% of the grade.



GCSE Chemistry

Chemists are interested in the way materials behave and react under different conditions, and the ways in which we can use these materials to benefit society. In this course you will be introduced to many of the ideas and theories which attempt to explain the behaviour and reactions of different materials and you will learn about some of the ways in which chemistry is important in the modern world.

Chemistry is an essential choice for many careers including medicine and veterinary science. It also provides the theoretical basis for all biological sciences and strongly supports students wishing to pursue these courses to a higher level. Other career routes include forensic science, for which a chemistry degree provides by far the best entry route. If you choose chemistry and go on to study for a chemistry degree, you will end up being one of the most highly sought after graduates out there!

Paper one

- Topic 1.** Atomic structure and the periodic table
- Topic 2.** Bonding, structure, and the properties of matter
- Topic 3.** Quantitative chemistry
- Topic 4.** Chemical changes
- Topic 5.** Energy changes

Paper Two

- Topic 6.** The rate and extent of chemical change
- Topic 7.** Organic chemistry
- Topic 8.** Chemical analysis
- Topic 9.** Chemistry of the atmosphere
- Topic 10.** Using resources

Assessments

Each paper will be a written exam of 1 hour and 45 minutes. With 100 marks in each paper and each paper being worth 50% of the grade.



GCSE Physics

People who have studied **physics** are valued not just because they know something about how the universe works but also because they can solve problems by thinking in original ways. If you take this course you will have an experience that combines theoretical and practical physics. We hope that you will develop a knowledge and understanding of physics and the skills you need to work successfully in new and changing situations.

Our course will cover some basic things, such as Newton's laws, that have been known for hundreds of years but will also be right up to date with the latest discoveries in some fields. Physics is a great choice of subject for people who want to pursue a career in engineering, optometry and architecture as well as jobs which require a degree of mathematical competence.

Paper One

Topic 1. Energy

Topic 2. Electricity

Topic 3. Particle model of matter

Topic 4. Atomic structure

Paper Two

Topic 6. Forces

Topic 7. Waves

Topic 8. Magnetism and electromagnetism

Topic 9. Space physics

Assessments

Each paper will be a written exam of 1 hour and 45 minutes. With 100 marks in each paper and each paper being worth 50% of the grade.

Physical Education (Core)



Physical Education is a compulsory requirement of the National Curriculum for all students. All students will be involved in Physical Education lessons throughout years 10 and 11.

Aims

The aim of the Physical Education curriculum in Years 10 and 11 is to give the students an opportunity to experience a range of skills and techniques appropriate for different sports. Worthwhile and enjoyable experiences will be provided, which encourage a positive attitude towards physical activity. As a result, students will hopefully continue with sport during their adult life.

Students will be given a clear understanding of the need for physical fitness and their awareness will be raised about various factors which influence health, fitness and performance. Pupils will also be given opportunities to develop and use their leadership skills through various sports activities.

Curriculum

A broad and balanced curriculum will enable students to participate in a range of sports and build upon their skills and knowledge from years 7, 8 and 9. Students will be challenged to maximise their potential and have the continued opportunity to represent the school in competitive sport. Extra-curricular provision will allow students opportunities to further participate in sport and physical activity. Pupils will be given more choice into which sports they study during the key stage.

Extra-curricular opportunities

Pupils will be given opportunities to participate in various after school activities in order to develop their skills, leadership and fitness. Activities range from netball, football, table tennis, basketball, badminton, cricket and rounders.



Examination board: Edexcel
Qualification: GCSE

Introduction

Religious Studies (RS) at Nishkam High School is a key subject in the holistic development of students, helping to prepare them for further study, work and meeting the challenges of life. In Years 7 and 8 students study the principal religions represented in the United Kingdom.

All students are encouraged to study GCSE RS as part of their core subjects. The course begins in Year 9, providing students with the opportunity to maximise their full potential by developing a broad range of skills in knowledge, understanding and evaluation at an early stage.

The GCSE course itself provides an in-depth study of two religions within the context of wider British society. The course allows students to understand and articulate their own and others' beliefs, values and commitments and will allow students the opportunity to develop an appreciation of religious thought and its contribution to individuals, communities and societies.

Key aims, objectives and purpose of the course

- Develop students' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- Develop students' ability to construct well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

Course structure and assessment (available on next page)

Paper 1: Area of Study 1 – Religion and Ethics

Written examination: 1 hour and 45 minutes

50% of the qualification

118 marks

Content overview

Students must study all four content sections based upon the **Sikh Faith**

- Beliefs
- Marriage and the Family – of the chosen religion
- Living the Religious Life
- Matters of Life and Death

Assessment overview

- Students must answer all questions.
- The assessment consists of four questions.
- The paper may include short open, open response and extended writing questions.
- The paper will assess spelling, punctuation and grammar (SPaG) and use of specialist terminology and will contribute a maximum of 5% of marks towards the overall weighting for this paper.

Paper 2: Area of Study 3 – Religion, Philosophy and Social Justice

Written examination: 1 hour and 45 minutes

50% of the qualification

118 marks

Content overview

Students must study all four content sections based upon the **Christian Faith**

- Beliefs
- Religious Experience
- Living the Religious Life (Christianity)
- Equality

Assessment overview

- Students must answer all questions.
- The assessment consists of four questions.
- The paper may include short open, open response and extended writing questions.
- The paper will assess spelling, punctuation and grammar (SPaG) and use of specialist terminology and will contribute a maximum of 5% of marks towards the overall weighting for this paper.



This course is designed to provide an opportunity for learners to who take a personal interest in Art and Design. It is designed to develop and build their knowledge, skills and understanding along with their creativity and imagination. Learners will show this through their responses to a range of written and visual stimuli.

Nishkam Art Department offers the Fine art specification and offers drawing, painting, mixed-media, printing and some 3-Dimesional work.

The GCSE Art is split into two parts:

Part one: A portfolio of work 60%

Part two: external controlled assessment 40%

The portfolio

The Portfolio is made up of practical work, which explores the skills, knowledge and understanding of art and artists based on a set theme.

The Externally set task

The Externally set task gives learners an opportunity to provide an extended practical response(s). This will allow learners to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed.

The Assessment objectives

Students must show their ability to:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This course will suit pupils who:

- Are highly motivated as the specification is coursework based
- Have a passion for Art, Craft and Design
- Have a willingness to experiment and take risks
- Want to acquire technical skills in a broad range of media and materials
- Want to develop a knowledge and understanding of art.craft and design in historical and contemporary contexts, societies and cultures
- Become critical and reflective thinkers with enquiring minds

What could I do next with GCSE Art?

- This specification lays an appropriate foundation for further study of Art and Design or related subjects at A –level
- It provides an opportunity for students to gain experience of the work practices of individuals, organisations, creative industries which is valuable in the workplace

Having a good Art GCSE demonstrates the values of determination, diligence, self-discipline, resilience, discernment as well as creativity.

Business Studies



Examination board: Edexcel
 Qualification: GCSE

About the subject: - Business is an exciting course, in which you will be academically challenged and encouraged to develop entrepreneurial skill. You will learn about how businesses operate within the business environment, and about their strategies for success. You will explore all elements of business, from finance and human resources, to marketing and production. You will apply your knowledge to different businesses throughout the course to develop an excellent understanding of businesses we engage with every day.

The content of the course is as follows.

<p>Theme 1 – Investigating a small business</p> <ul style="list-style-type: none"> ➤ Topic 1.1 Enterprise and entrepreneurship ➤ Topic 1.2 Spotting a business opportunity ➤ Topic 1.3 Putting a business idea into practice ➤ Topic 1.4 Making the business effective ➤ Topic 1.5 Understanding external influences on business 	<p>You will investigate all the decisions a person will make when setting up a business. You will look at marketing, finance, people in business and operations management.</p>
<p>Theme 2 – Building a business</p> <ul style="list-style-type: none"> ➤ Topic 2.1 Growing the business ➤ Topic 2.2 Making marketing decisions ➤ Topic 2.3 Making operational decisions ➤ Topic 2.4 Making financial decisions ➤ Topic 2.5 Making human resource decisions 	<p>In this unit you will develop the knowledge that you gained from theme 1 and explore how businesses grow in order to achieve their aims and objectives.</p>

Course structure and Assessment:

There are two units to this course assessed through external exams at the end of Year 11

Theme 1 – Investigating a small business – 50%	Written exam – 50% of course
Theme 2 – Building a business – 50%	Written exam – 50% of course

A Level Progression links:

Students who study Business at GCSE level may decide to do the following:

- A-Level Business
- A-Level Economics
- Accounting and finance

Careers: There are a wide range of employment opportunities for students that have knowledge of business. You could set up a business of your own or work within one of the following areas:

- Accounting
- Consulting
- Event Planning / hospitality
- Finance
- Human Resources
- Leadership development Programs
- Marketing
- Real estate
- Retail
- Social Entrepreneurship / Corporate responsibility
- Sustainability

For further enquiries see Mr Ruhe – Assistant Head - Sixth Form

Mrs Mann – Subject leader of Business

For further enquiries see Mrs Chauhan – Faculty Leader of Business, Art and Culture

Computer Science



Examination Board: WJEC/Eduqas

Qualification: GCSE

Why Study Computer Science?

Computer Science encourages learners to: Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation

- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners.

Computer science integrates well with subjects across the curriculum. It demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

The outline for GCSE Computer Science is as follows:

Component 1: Understanding Computer Science

Written examination: 1 hour 45 minutes 50% of the qualification

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of digital technology on wider society as well as algorithms and programming constructs.

Component 2: Computational Thinking and Programming

On-screen examination: 2 hours 50 % of the qualification

This component investigates problem solving, algorithms, programming languages, data structures and data types, program design, implementation and testing. Learners are required to produce a programmed solution to a set task which will then be a basis for examination.



Examination Board: AQA

Qualification: GCSE

Aims

GCSE geography allows students to travel the world from the classroom, exploring case studies from the United Kingdom, high income countries, newly emerging economies and low-income countries. Topics of study include climate change, poverty, natural hazards, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Curriculum

The subject content is split into four units:

3.1 Living with the physical environment

This unit aims to develop students' understanding of physical processes such as earthquakes and extreme weather events in different environments. It also focuses on the need for sustainable management strategies and the effects of human interactions with the Earth and atmosphere.

3.2 Challenges in the human environment

This unit aims to develop students' understanding of factors that produce different types of human environments and how they change over time and place. It also focuses on the need for sustainable management strategies and the areas of challenge and opportunity for these environments.

3.3. Geographical applications

This unit requires students to draw together knowledge, understanding and skills. It is an opportunity for students to show breadth of understanding and an appreciation of the interrelationships between different aspects of geography.

3.4 Geographical skills

This unit requires students to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills.

Students are required to study a variety of case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

Why study geography?

- Geography education at Nishkam High School provides students with the skills and

experiences necessary to become global citizens.

- The skills you gain in GCSE geography will be transferable to many other aspects of your studies and are valued by both employers and universities.

How will I be assessed?

GCSE geography students will sit the following written examinations at the end of Year 11:

Paper 1: Living with the physical environment - 1 hour 30 minutes (35% of GCSE)

3.1.1 The challenge of natural hazards

3.1.2 The living world

3.1.3 Physical landscapes in the UK

3.4 Geographical skills

Paper 2: Challenges in the human environment - 1 hour 30 minutes (35% of GCSE)

3.2.1 Urban issues and challenges

3.2.2 The changing economic world

3.2.3 The challenge of resource management

3.4 Geographical skills

Paper 3: Geographical applications - 1 hour 15 minutes (30% of GCSE)

3.3.1 Issue evaluation

3.3.2 Fieldwork

3.4 Geographical skills

GCSE exams in geography include a range of questions that require students to draw together their knowledge, understanding and skills, in addition to providing extended responses.

Health and Social Care



Examination Board: OCR

Qualification: Cambridge National Award in Health and Social Care

Option path: Only available on the Orange pathway

Why study GCSE Health and Social Care?

- This course actively encourages students to understand various aspects of the health and social care sector by taking an engaging, practical and inspiring approach to learning and assessment.
- It examines issues which affect the nature and quality of human life including an appreciation of diversity and cultural issues.
- Cambridge Nationals in Health and Social Care provide students with essential knowledge and transferable skills to improve their learning in other subjects, with the aim of enhancing their employability when they leave education, thus contributing to both their personal development and future economic well-being.

In studying this course, students will explore the following:

- Essential values of care for use with individuals in care settings.
- Communicating and working with individuals in health, social care and early years settings.
- Researching the different work and contributions of various professionals in the health, social care and early year's sectors.
- Developing communication skills, interpersonal skills, and self-confidence.
- Becoming more self-reliant and better organised as the course progresses.
- Developing skills to be increasingly more mature and independent at work.

Course Outline

2 Mandatory Units

- Essential values of care for use with individuals in care settings.
- Communicating and working with individuals in health, social care and early years settings.

2 Optional Units from a variety of topics

Progression beyond GCSE Health and Social Care

The Cambridge Nationals in Health and Social Care will equip students with a sound, specialist knowledge along with skills for everyday use. The hands-on approach reflects the way in which students use new technology and will underpin a highly valid method of assessing their skills for the many progression routes available. This course prepares pupils for further study at A-Level, Cambridge Technical Awards or for courses that are more vocational in nature.

History



Examination Board: AQA

Qualification: GCSE

Aims

The study of history will enable you to investigate different aspects of the past, engage with key issues such as conflict, and understand what drives change. In doing this you will develop a greater awareness of how society has become what it is today. As part of your study you will evaluate the causes and consequences of major events and assess the significance of key individuals in history. You will be required to analyse a vast number of sources in order to understand how the past has been represented by others and require you to develop skills such as critical evaluation.

Curriculum

GCSE History is divided into four key topic areas:

Topic 1: America 1920-1973

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Topic 2: Conflict and tension 1918-1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Topic 3: Health and the people 1000 – present day

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

Topic 4: Elizabethan England 1568 – 1603

This depth study explores the last 35 years of Elizabeth's reign. The study will focus on major events considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. As part of this topic students will study a specific historical site set by the exam board.

Why study history?

- History education at Nishkam High School provides students with the skills and

experiences necessary to become global citizens.

- History has been identified by the Russel Group as a 'facilitating subject' in a guide to making decisions about post-16 education.
- The skills you gain in GCSE history will be transferable to many other aspects of your studies and are valued by both employers and universities.

How will I be assessed?

We will be following the AQA syllabus for GCSE history. It is a linear course which means you will take two exams at end of the course. Each exam is worth 50% of your final grade and will last for 2 hours.

- Paper 1 - Modern world (Topics 1 & 2) - Ten compulsory questions will be asked.
- Paper 2 - Shaping the Nation (Topics 3 & 4) - 8 compulsory questions will be asked.

On both papers there will be a mixture of question styles which will assess your understanding of the historical content you have studied and your ability to analyse and evaluate historical sources.

Music



Exam board: Eduqas
Qualification: GCSE

What does it involve?

Studying Music to GCSE allows students to extend and develop their skills and knowledge in the three key areas of Listening, Composing and Performing. Students will find out more about different types of music, investigate how music is put together, write their own pieces and improve their performance skills both as a soloist and within a group.

Why study it?

GCSE Music is suitable for all students with a love of and interest in music. It is a particularly good option for those who already play an instrument as these skills count towards your final grade. For example, if you are already Grade 3 on an instrument or voice, you are likely to score highly in the performing coursework. In addition to developing music based skills, students also develop many general skills such as independent learning, research, planning and problem solving.

How will it be useful to me in the future?

Music qualifications are highly regarded by colleges of further education and employers alike as musicians are trained to work methodically and to be self-disciplined. You may wish to use GCSE Music as a basis for further study such as AS/A2 Music or a BTEC course based on performing arts at a College of Further Education. You may wish to use it as a springboard into other related areas such as Music Technology.

Assessment

Component	%	Exam or Coursework?	Requirements
Performing	30%	Coursework	Students perform one solo and one ensemble piece of their own choice, totalling a minimum of 4 minutes.
Composing	30%	Coursework	Students are required to submit two compositions: one of their own choice and another to a brief set by the exam board.
Listening	40%	Exam	1 hour 15 minutes. Students are tested on set works and unfamiliar works from the four different areas of study covered during the course.

What jobs could Music GCSE lead to?

As well as teaching or becoming a performer, music GCSE could lead to a career as one of the following: Music/Record Producer, Radio/Club DJ, Sound Engineer, Musical Director/Conductor, Composer or Songwriter, Music Journalist, Music Therapist, Booking Agent.

OCR Sports Studies



Examination board: OCR

Qualification: Cambridge National Award in Sports Studies L1/2 Certificate

Option path: Only available on the Orange pathway

Why study Sports Studies?

Students who are good at Physical Education practically and have a desire to learn more about the theory of sport will find OCR Sports Studies exciting, informative and stimulating.

OCR Sports Studies is a challenging but a rewarding course which involves theoretical principles and practical activities. The course offers students an opportunity to foster and enjoyment of physical activity and to develop an understanding of effective and safe practical performance. The course is divided into four units that includes an exam.

Assessment

R052 Developing Sports Skills (25%)

This is a practical based unit where pupils will participate in a number of team and individual sports. Pupils will be assessed in these sports which will also include an analysis task.

R051 Contemporary Issues in Sport (25%)

This unit involves pupils learning about contemporary sports issues such as barriers to participation, values in sport the Olympic games and performance enhancing drugs as well as other topics. This unit will be assessed in the form of an exam.

R053 Sports Leadership (25%)

This unit is a practical and theory-based unit where pupils will develop their leadership skills in a chosen sport. They will learn about what makes a good sports leader and will then plan, deliver and evaluate their own coaching session.

R056 Outdoor Pursuits (25%)

This is both a theory and practical unit where pupils will research the different types of outdoor pursuits. Pupils will also have the opportunity to participate in one of these outdoor pursuits in year 11. This unit is assessed through coursework-based tasks.

General

Due to the nature of the course, students should also be committed to developing their practical and theory areas in their own time. Pupils are encouraged to participate in a range of sports after school to assist them with the practical element of the course.

GCSE Citizenship



Examination Board: Edexcel

Qualification: GCSE

Option path: Only available on the Orange pathway

What will I learn on this course?

Citizenship is at the heart of everyday debates about the kind of society we are striving to build and our role in the process. During this GCSE course, you will learn about your rights, roles and responsibilities as a young citizen in Britain and in the world. You will develop your knowledge and understanding of different communities and how society works. Citizenship education will equip you with the skills you need to participate as a responsible and active citizen of our democracy and of wider society. Citizenship thus ensures your personal, intellectual, spiritual and social development as a young citizen in Britain.

Why is this course important for everyday life?

This course is crucial as it develops your knowledge and understanding of the structures that govern your everyday life. It will make you aware of your moral rights and responsibilities in places such as school, the workplace and the local community. You will also become knowledgeable about politics, law and the media and will be given the opportunity to explore current issues of debate.

How will I be assessed?

Paper 1: 1 hour 45 mins written exam (80 marks; 50% of the GCSE)

Section A (Living together in the UK),

Section B (Democracy at work in the UK),

Section C (Law and Justice),

Section D (an extended response question related to one of the topics in section A - C).

Paper 2: 1 hour 45 mins written exam (80 marks; 50% of the GCSE)

Section A (Taking citizenship action),

Section B (Power and influence),

Section C (Power and influence and a question linked to section A - B).

What will I need to do to succeed in this course?

In order to achieve the best possible grade in GCSE Citizenship, you will need to:

- Participate actively during discussion and debate
- Keep up with current affairs and apply this knowledge and understanding to exams
- Prepare fully for tests and exams
- Maintain a responsible and proactive approach.

What career opportunities are there from this course?

GCSE Citizenship provides the backbone and skills necessary for any career in life. It will allow you to choose A Levels and a degree that can lead to careers in law, journalism and teaching. A qualification in Citizenship also speaks volumes about your character as a responsible, aware and active citizen in society.

