

# The student guide to Key Stage 4 courses



Spring Term 2018

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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. 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. The Nishkam curriculum offers a broad balance; students will select subjects from the EBacc option blocks A and B as well as selecting from a range of different subjects in Block C.

Thirdly, there are a further nine subjects available to students at Nishkam High School within Block C, as part of our broad and balanced curriculum. At this time, for this cohort, all courses are GCSE examinations. We believe that all students can best show progress through such examinations and, in a time of changing national guidelines, they remain a nationally recognised 'benchmark' for Level 2 examinations. All subjects will now be part of the new suite of GCSEs, graded 1-9. Further information will follow on this, before the courses begin.

Once students and parents have read this booklet and attended the Year 9 Parents' and Options' Evening, we will ask for completed Options' Forms to be returned into school, to form tutors, by **Friday March 23<sup>rd</sup> 2018**.

**When completing the form, students should select the pathway best suited to them. Guidance will also be offered:**

<b>Pathway 1</b>	<b>Pathway 2</b>
Triple Science (3 GCSE's)	Combined Science Trilogy (2 GCSE's)
Choose <b>one</b> subject from <b>Block A</b>	Choose <b>one</b> subject from <b>Block A</b>
Choose <b>one</b> subject from <b>Block B</b>	Choose <b>one</b> subject from <b>Block B</b>
Choose <b>one</b> subject from <b>Block C</b>	Choose <b>two</b> subjects from <b>Block C</b>

Finally, choose a further **two 'reserve' choices**.

This will mean that in total, Year 9 students will be aiming for a set of 10 GCSE results; 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 A. D. Cox



Vice Principal

## Advice to Students



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 essential 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.

### The English Baccalaureate (EBacc)

The English Baccalaureate (EBacc) was introduced as a performance measure for schools in England in the 2010 performance tables. It is not a qualification. From 2018 the measure recognises an average points score in six subjects from GCSE English Language and English Literature, mathematics, history or geography, two sciences, computer science and a modern foreign language. There is no evidence to suggest at present that the English Baccalaureate is required for entry to employment; however, the Government has suggested that all students should be entitled to gain an EBacc qualification from their school (90% of all students by 2020.) It is apparent that some further education and/or higher education establishments do view this qualification favourably. Students therefore need to consider carefully whether they are best advised to ensure breadth and balance in their chosen courses by including some, or all, of these subjects.

### The GCSE Qualification

Currently, all subjects will lead you towards a GCSE (General Certificate of Secondary Education) which will be taken during the third term in Year 11. All GCSEs are now linear two year qualifications, although some may contain an element of practical experiments or controlled assessments, i.e. work done throughout Years 10 and 11 under examination conditions in class. Therefore, excellent attendance must be an essential feature of your education in Years 10 and 11.

### What is Controlled Assessment?

Controlled Assessment is a form of internal assessment of work covered in the course that:

- Encourages a more integral approach to teaching, learning and assessment.
- Enables teachers to confirm that students carry out the work involved.

Controlled Assessment differs from both coursework and external examinations. It may, for example, allow supervised access to sources, such as the internet, for research purposes. Not many of the new GCSE's have Controlled Assessments.

### Changes to GCSE Grading

The grading system for GCSE is changing. From 2017, the current 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 2020.**

### This approach will mean:

- Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as currently 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 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 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>

## Questions to Consider



### 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 and 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) A\* 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 (or the equivalent).

- 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 (or its equivalent) 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 (or its equivalent).

### Sixth Form at Nishkam High School Entry Requirements

Five GCSE's at Grade 6 or above including:

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

### 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 (or its equivalent) with other subject specific requirements.



## Key Dates



- Monday 12<sup>th</sup> February – Assembly for Year 9 students to explain the process.
- Thursday 8<sup>th</sup> March – Parents’ and Options’ evening combined.
- Friday 23<sup>rd</sup> March – Options’ forms deadline.

## Year 10 Curriculum



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 Language      English Literature      Mathematics      Science**  
**Physical Education (non-examined)      Religious Studies**

Brief details of these subjects are given in the rest of this booklet.

In addition to the core, if you choose Pathway 1 (Triple Science) you may choose one subject from each of the three blocks below. If you choose Pathway 2 (Combined Science) you may choose one subject from Block A and B and two from Block C.

<b>Block A: Humanities</b>	<b>Block B: Languages</b>	<b>Block C: Open</b>
Geography	French	Art
History	Punjabi	Business Studies
		Computer Science
		Food Preparation and Nutrition
		French
		Geography
		Health and Social Care
		History
		Media Studies
		Music
		Physical Education
		Psychology
		Punjabi

To help you make these important choices there are more details about Option Subjects in the rest of this booklet, but do ask for further information and advice from your Form Tutor, Head of Year and subject teachers. Whatever the combination it is important it is right for you and enables you to follow and complete your agreed courses to the highest possible level.



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 (1MA1) 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

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

# 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.

### 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.

### Junior Sports Leaders Award

This is a practical based course which will lead to a recognised qualification. The aim of the award is to develop individual leadership skills and does not necessarily require the student to be good at sport.

The award gives students an opportunity to develop organisational and communication skills, as well as examining health and fitness, fair play and the role of the umpire. Students will have to put this knowledge into practice through a series of practical sessions.



Examination board: Edexcel

Qualification: GCSE

## Introduction

Religious Studies (RS) at Nishkam High School is a key subject in the holistic development of students. It helps to prepare students for further study, work and meet 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 the GCSE course as part of their core subjects, the course begins in year 9, this provides students with the opportunity to maximise their full potential 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 the 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-argued, 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
- Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- Understand the influence of religion on individuals, communities and societies
- Understand significant common and divergent views between and/or within religions and beliefs
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- Construct well-informed and balanced arguments on matters concerned with religious

## Course contents

### **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-Dimensional 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





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><b>Theme 1 – Investigating a small business</b></p> <ul style="list-style-type: none"> <li>➤ Topic 1.1 Enterprise and entrepreneurship</li> <li>➤ Topic 1.2 Spotting a business opportunity</li> <li>➤ Topic 1.3 Putting a business idea into practice</li> <li>➤ Topic 1.4 Making the business effective</li> <li>➤ Topic 1.5 Understanding external influences on business</li> </ul>	<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><b>Theme 2 – Building a business</b></p> <ul style="list-style-type: none"> <li>➤ Topic 2.1 Growing the business</li> <li>➤ Topic 2.2 Making marketing decisions</li> <li>➤ Topic 2.3 Making operational decisions</li> <li>➤ Topic 2.4 Making financial decisions</li> <li>➤ Topic 2.5 Making human resource decisions</li> </ul>	<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 – <b>50%</b>	Written exam – 50% of course
Theme 2 – Building a business – <b>50%</b>	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 to help it to perform better or more effectively.

**For further enquiries see Mr Ruhe – Faculty Leader of Business, Art and Culture**



Examination Board: 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**

#### **Written examination: 1 hour 45 minutes**

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

## **Component 2: Computational Thinking and Programming**

### **On-screen examination: 2 hours**

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

# Food Preparation and Nutrition



Examination Board: AQA

Qualification: GCSE

Do you like cooking and baking? Do you have a passion for preparing tasty meals and snacks? Would you like the opportunity to design your own recipes? Do you often think that you could improve a recipe and make it better?

## **What is Food Preparation and Nutrition?**

In this area, students are taught a wide variety of basic skills which aim to enable them to produce high quality food products. This fresh and exciting GCSE equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

The students will be encouraged to develop their practical skills to a high level taking into account the strict health and safety legislation that controls the production of food. Students who wish to take this course should be aware that there is a significant amount of food science based controlled assessment.

## **Why Study Food Preparation and Nutrition?**

Food Preparation and Nutrition is the right choice for you if you enjoy cooking, eating and are keen to develop your skills while trying out new foods and flavours. You also need an inquisitive mind that makes you want to find out why things work and more importantly why things fail – lumpy curdled sauces are rarely popular!

Food Preparation and Nutrition is a good starting point towards many careers in the Food Industry –Chef, Catering Manager, Nutritionist, Home Economist, Food Scientist, Food Buyer, Food Stylist, Food Journalist, Food Writer, etc. The Food industry is one of the UK's biggest employers.

## **What will I study?**

Food preparation skills – these are integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

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

Written exam-50% of GCSE: 1 hour 45 minutes

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

100 marks

Controlled assessment-50% of GCSE:

### Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

### Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

### Career opportunities from Food Preparation and Nutrition

Food technologist

Recipe designer

Food analyst

Taste tester

'Free from' foods specialist

Celebration cake designer/baker

Chef

Nutritionist

Dietitian

And much more...



Examination Board: AQA  
Qualification: GCSE

GCSE French helps students develop their skills in a variety of contexts and a broad understanding of the culture and communities where French is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual society. Being successful at another language shows good communication skills and shows employers you are willing to learn new skills and welcome a new challenge. This course is linear and all examinations will take place at the end of year 11.

## **Why choose French?**

Studying a language allows students to “stand out from the crowd”. They have a distinct advantage in a global economy and a better awareness of other cultures.

## **This specification:**

Develops language skills in a variety of contexts.  
Provides a choice of contexts and purposes for Writing and Speaking units.  
Builds on the KS3 Schemes of Learning to prepare students for further study (GCSE and A Level).  
Enhances students’ basic skills (literacy and communication) and allows better understanding of their own language.

## **Aims**

GCSE specifications in French encourage students to derive enjoyment and benefit from language learning, be inspired and challenged by following a broad, coherent, satisfying and worthwhile course of study.

Students should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multi-lingual global society and also provide them with a suitable basis for further study and practical use of French.

## **Specification**

For all purposes, students will be expected, as they progress linguistically, to:

Cope with a greater degree of unpredictability.  
Deal with widening range of potential problems, range of vocabulary and structures, including some unfamiliar language.  
Understand issues and opinions.  
Discuss issues and give opinions.

Language will be considered transferable, as appropriate, to any topic and students should be able to understand and provide information and opinions about these contexts relating to the student's own Lifestyle, Leisure, Home and Environment, Work and Education and that of other people, including people in countries/communities where French is spoken.

### **Assessment**

Unit 1: Listening - 25% of the marks

Unit 2: Reading - 25% of the marks

Unit 3: Speaking -25% of the marks

Unit 4: Writing - 25% of the marks





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.
- Geography has been identified by the Russell Group as a 'facilitating subject' in a guide to making decisions about post-16 education.
- 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?

From 2016 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.

## Extra-curricular opportunities

GCSE geography students have access to the Humanities Film Club. This afterschool club regularly screens geography related films and documentaries to develop students' subject knowledge and provide additional case study information.

In addition carrying out a fieldwork investigation as part of the GCSE course, studying geography presents the opportunity to undertake a variety of trips at both a local, national and international scale.



Examination Board: OCR

Qualification: Cambridge National Award in Health and Social Care

## 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.



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 1 hour and 45 minutes.

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

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



Official statistics published by the Department for Culture, Media and Sport reveal that the UK's creative industries, which include advertising, radio, newspaper, film, television, music and web-based companies, are now worth £71.4 billion per year to the UK economy – generating just over a staggering £8 million pounds an hour as well as accounting for 1.68 million jobs.

Media Studies offers students at Nishkam High the platform to gain experience of working on a variety of projects within these creative industries. Students will be given the opportunity to produce a range of creative texts such as website pages, advertisements, trailers and radio segments.

Moreover, the analytical and evaluative dimension of essay based assignments will enable students to sharpen the literacy skills demanded by employers as well as complement other subjects such as English and the humanities that require students to write extended responses.

### **What will I study?**

There are two units in the Media Studies GCSE; the examination worth 40% and the controlled assessments worth 60%. The examination will be based on materials released by AQA several weeks before the assessment date. Below are example controlled assessment tasks for each unit:

### **Component 1: Exploring the Media Written examination: 1 hour 30 minutes 40% of qualification**

#### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

There are two questions in this section: one question assessing media language in relation to one set product (reference to relevant contexts may be required)

One two-part question assessing representation in relation to one set product and one unseen resource in the same media form.

- Part (a) is based on media contexts.
- Part (b) requires comparison through an extended response. Section B: Exploring Media Industries and Audiences This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:
  - one stepped question on media industries
  - one stepped question on audiences.

### **Component 2: Understanding Media Forms and Products Written examination: 1 hour 30 minutes 30% of qualification**

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

### **Section A: Television**

- One question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- One question on media industries, audiences or media contexts.

### **Section B: Music (music videos and online media)**

- One question on either media language or representation (reference to relevant contexts may be required)
- One question on media industries, audiences or media contexts.

### **Component 3: Creating Media Products Non-exam assessment 30% of qualification**

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation. The following media forms and frameworks will form the basis of all set briefs:

#### **Television**

Create a sequence from a new television programme or a website\* to promote a new television programme.

#### **Advertising and Marketing: Music**

Create a music video or a website\* to promote a new artist/band.

#### **Advertising and Marketing: Film**

Print-based marketing material for a new film.

#### **Magazines**

Create a new print or online magazine.



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.



# GCSE Physical Education



Examination board: AQA

Qualification: GCSE

## Why study Physical Education?

Students who are good at Physical Education practically, and have a desire to learn more about the human body in sport and exercise, will find GCSE Physical Education exciting, informative and stimulating.

GCSE Physical Education 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 60% theory and 40% practical.

## Assessment

### Practical (to include an Evaluating & Analysing Performance task)(40%)

Students will follow a varied programme. Three activities (1 individual, 1 team & 1 from either) are selected for the final moderation from at least two approved activity group lists. There are a number of practical activities which may be selected for moderation. Due to this breadth of potential practical choices, students selecting activities not covered within the school curricular provision (such as swimming, golf etc.) will need to show an ability to work independently with support and staff guidance in order to be assessed in those activities.

The practical area includes work on developing skills, developing knowledge & understanding of rules and regulations and will involve critical practical evaluation and analysis. Part of the practical unit includes a piece of coursework on Analysing and evaluating performance.

### Theory (60%)

There are a number of varied topics within the theory aspect of the course. Theory includes:

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology
- Health, fitness and well being

## General

Due to the nature of the course, students should also be committed to developing their practical and theory areas in their own time.



Exam board: AQA  
Qualification: GCSE

## What is Psychology?

Psychology is one of the fastest growing disciplines and its popularity is mainly due to its diversity as a subject and human fascination on their own and others actions. Psychology is not only theoretical but an applied subject that can be related to the world around us.

Psychologists study such phenomena as personality and relationships. Psychology is the application of knowledge about these ideas to various spheres of human activity including issues relating to everyday life. It attempts to understand and explain these topics in relation to individual and social behaviour, while also exploring the underlying psychological and neurological processes that could cause them.

Psychologists try to gain an insight into the human mind by examining biological responses and brain activity. They also use behaviour as a clue to what is going on in our thoughts, emotions, perceptions etc.

Psychologists apply scientific methodology. They formulate theories, test hypotheses through observation and experiment, and analyse the findings with statistical techniques that help them to identify important findings.

## How is this course assessed?

Examination: 100% consists of 2 papers worth 50% each, both lasting 90 minutes.

### **Paper 1: Making sense of other people**

- Memory
- Non-verbal communication
- Development of personality
- Stereotyping, prejudice and discrimination
- Research Methods

### **Paper 2: Understanding other people**

- Learning
- Social influence
- Sex and gender
- Aggression
- Research Methods
- Methods of investigation
- Data analysis and presentation
- Ethical considerations

**Paper 2: Understanding other people**

- Learning
- Social influence
- Sex and gender
- Aggression
- Research Methods
- Methods of investigation
- Data analysis and presentation
- Ethical considerations



Examination Board: AQA

Qualification: GCSE

GCSE Punjabi helps students develop their skills in a variety of contexts and a broad understanding of the culture and communities where Punjabi is spoken. It encourages enjoyment of language learning and the recognition that language skills enable students to take their place in a multi-lingual society.

## Why choose Punjabi?

- To develop language skills in a variety of contexts.
- Provide a choice of contexts and purposes for Writing and Speaking units.
- Build on the KS3 knowledge to prepare students for further study (GCSE and A Level).
- Assessments in Listening and Reading carry forward the structure of the existing specification, offering continuity for students, while writing and speaking offers students of every level the chance to do the best they can.

## Aims

GCSE Punjabi encourages students to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

Students should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of Punjabi.

GCSE Punjabi prepares students to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification encourage students to:

- develop understanding of Punjabi in a variety of contexts
- develop knowledge of Punjabi and language learning skills
- develop the ability to communicate effectively in Punjabi
- develop awareness and understanding of countries and communities where Punjabi is spoken.

## Specification

Students will be expected, as they progress linguistically, to:

- Cope with a greater degree of unpredictability.
- Deal with widening range of potential problems, range of vocabulary and structures, including some unfamiliar language.
- Understand issues and opinions.
- Discuss issues and give opinions.

Language will be considered transferable, as appropriate, to any topic and students should be able to understand and provide information and opinions about these contexts relating to the student's own Lifestyle, Leisure, Home and Environment, Work and Education and that of other people, including people in countries/communities where Punjabi is spoken.

## Assessment

- Unit 1: Listening – 25%
- Unit 2: Reading – 25%
- Unit 3: Speaking – 25%
- Unit 4: Writing – 25%

## Options' Form

Full Name: .....Form: .....

### Core Subjects

These subjects are compulsory during Years 10 and 11: please select the relevant Science Option by ticking the appropriate box.

<u>Subject</u>	
English Language and English Literature	Physical Education (core)
Mathematics	Religious Studies
Triple Science <input type="checkbox"/>	Combined Science Trilogy <input type="checkbox"/>

### Additional optional Subjects

Please select **one** subject from Block A, **one** from Block B and **one** from Block C if you have chosen **Triple Science**, or **two** from **Block C** if you have chosen Combined Science Trilogy.

Please prioritise **two** other reserve subjects **from Block C** in case pupil numbers mean that some courses are not viable.

BLOCK A	
<b>Subject – one choice</b>	
Geography	
History	

BLOCK B	
<b>Subject –one choice</b>	
French	
Punjabi	

BLOCK C	
<b>Subject</b>	
Art	
Business Studies	
Computer Science	
Food Preparation and Nutrition	
French	
Geography	
Health & Social Care	
History	
Media Studies	
Music	
Physical Education	
Psychology	
Punjabi	

Reserve Choice 1 .....

Reserve Choice 2 .....

Please return this completed Options' Form by Friday 23<sup>rd</sup> March 2018