



nishkamschool
west london



Year 9 Options Handbook 2021

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1. Message from Mr T Cragg, Principal

It is our pleasure to present you with the Nishkam School West London Key Stage 4 Options Handbook. The purpose of this publication is to assist you in the process of choosing the courses that are the most suitable for you to follow over the next two years. Your selection may include academic and / or vocational courses. What is important is that you choose subjects that you are confident you will enjoy learning more about, that are appropriate for the demands of future careers and higher education (university) courses that you may be interested in pursuing and that reflect the strengths you have demonstrated in Years 7 to 9.

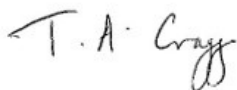
Four of the most common mistakes that students can make when choosing their options are:

- Choosing subjects because they like the teacher who has taught them at Key Stage 3
- Choosing subjects that they think will be easy
- Choosing subjects that don't really interest them, only because their parents / carers tell them to
- Choosing subjects because their friends have chosen them.

These are **your** choices and whatever you choose will determine how you spend a considerable amount of your time over the next two years, the A level and other post-16 courses that you will be able to study in the Sixth Form and the careers for which you will be qualified in the longer-term future.

This is unquestionably one of the most important times in your educational life so far. It is important, therefore, that you make sure you research and consider your options carefully. Ask lots of questions and talk to as many well-informed people as possible, just as you would about any other important decision in your life.

Good luck with the process and remember, we are here to help and support you.



Mr T A Cragg, Principal

2. Overview of the Key Stage 4 Curriculum

What are we trying to achieve?

Depth – Students are given a generous allocation of curriculum time to complete their courses, so they are as well prepared as they can be for the qualifications they are taking.

Breadth – Students have 4 option choices alongside 6 core qualifications, allowing them to continue to study a wide range of subjects. There is a balanced variety of subjects to choose from to suit all learners.

Skills and qualifications for life – All courses are recognised and valued by Sixth Forms, colleges, universities and employers and lead on to either further study or employment. Great importance is attached to the core, as these qualifications are central to students' progression in life.

Timetable allocation:

For the majority of subjects, Key Stage 4 will run over two years, with students completing courses at the end of Year 11. GCSEs in Modern Foreign Languages (MFL) and Science are the exception, as students have already begun their studies in these subjects in Year 9.

Core Subjects

Core subjects account for a total of 18 lessons per week on the timetable.

Subject	Lessons per week	Qualifications
English	5	2 GCSEs – English Language and English Literature
Maths	4	1 GCSE
Science	6	2 GCSEs – Combined Science (Students who choose triple Science as an option will be entered for 3 separate Science qualifications)
RE	2	1 GCSE
Core PE	1	Statutory (Sports Studies is available as an option in addition to core PE)

Option Choices

Students have four option choices, therefore option subjects account for a total of 12 lessons per week on the timetable.

Option	Lessons per week	Qualifications
Option 1 (Languages)	3	1 GCSE
Option 2 (Humanities)	3	1 GCSE
Option 3	3	1 GCSE or equivalent*
Option 4	3	1 GCSE or equivalent*

* Vocational courses offered are the equivalent value to GCSE courses

** Humanities subjects are Geography or History

Option Blocks

Option 1	Option 2	Option 3	Option 4
Spanish	Spanish	Spanish	Triple Science
French	History	Triple Science	Drama
Punjabi	Drama	Computing	History
Geography	Sports Studies	Geography	Enterprise
History	Art & Design	Hospitality & Catering	Music

Pathways

Through their subject choices and the guidance provided to them, students will follow one of three possible pathways through the Key Stage 4 curriculum at Nishkam School West London:

- A purely academic pathway consisting solely of GCSE subjects
- Core GCSEs with a blend of academic and vocational subjects
- Core GCSEs with vocational subjects.

Please note that some of the opportunities we offer may change because of higher or lower student demand for certain subjects. Any changes will be discussed with you personally if they affect you. All students will be interviewed by experienced staff to ensure that they are making the right choices for the right reasons.

What are Vocational Qualifications?

Vocational qualifications are practical qualifications that relate to a specific job or career sector. Unlike typical academic GCSE courses, they combine a mix of theory and practical learning.

Vocational qualifications are a good option if you have a clear idea of what type of career you would like to work in and can help you to build up the specific skills you need to get your first job.

The vocational courses we will be running at NSWL are:

- BTEC Enterprise
- Hospitality and Catering
- Sport Studies

Vocational courses have been developed in partnership with employers and professional and trade organisations, which means that you will be learning the skills that employers want. This is really good for your CV and your career.

If you choose a vocational option, you will develop real-life skills as well as learning theory, and there will be a more practical approach compared to traditional courses like GCSEs, which will help you to leave education ready for the world of work.

Vocational courses have equivalent value to GCSE courses, are highly respected by schools and colleges, and provide pathways for students to progress onto post-16 education. Students studying any of the three vocational options gain a Level 1 or Level 2 qualification. This is how the vocational course grading compares to the GCSE grades:

Vocational Grade	Level 2 Distinction*	Level 2 Distinction	Level 2 Merit	Level Pass
Equivalent GCSE Grade	9-8	7	6-5	4

Vocational Grade	Level 1 Distinction	Level 1 Merit	Level 1 Pass
Equivalent GCSE Grade	3	2	1

3. How do I use this booklet?

This booklet is designed to help you make the best choices for Years 10 and 11 (Key Stage 4). If you have not already done so, you now need to start thinking about what you hope to achieve in the future.

Read the booklet carefully, then use this information to decide which courses will be best for you in Years 10 and 11. Take into consideration what you enjoy the most as well as your current strengths and areas for improvement across the subjects you currently study.

Remember, you don't have to make your decisions straight away. Take your time to ask questions, do more research using the links we have provided and re-read the subject information. These decisions will most likely have a big impact on the rest of your life, so don't rush them.

When you feel certain about your choices, you should then complete your online options form ahead of your options interview. There is an example options form at the back of this booklet so you can see what it looks like, and you will recognise the form from the 'practice' options surveys you have done. The link will be shared with you and your parents / carers via Microsoft Forms so you can complete the form before your options interview.

Who should help me make my choices?

- Subject teachers, who can tell you about the individual courses
- Your Form Tutor, who knows you and your strengths in school
- Your Head of Year and the Senior Leadership Team, who can also give you information about jobs and future courses
- Your parents, who know you best as a person
- **YOU** – don't forget to trust yourself to make the right decisions

4. The Options Process

Year 9 students receive the following Careers Education, Information, Advice and Guidance (CEIAG) as part of the options process:

December

Mock options – students have already started to consider what options they might take and have expressed an interest in certain subjects in a practice run.

February

Options day – a half-day event planned to ensure that students are making the right choices for the right reasons. The events include a guest speaker, an information session and a chance to interview Key Stage 4 students who have recently made their option choices and begun studying their preferred subjects.

February

Options information evening – an evening event to explain the options process and courses on offer to parents / carers. At this evening event, parents / carers and students have the opportunity to ask questions about any aspect of the options process and Key Stage 4 in general. As part of this event, subject teachers will make short videos available to students and parents, promoting their courses.

February - March

Student interviews – all students will be interviewed by either their Head of Year, an Experienced teacher or a member of the Senior Leadership Team to discuss both their option choices and future aspirations. Parents are invited to attend these appointments.

March

Final decision on students' option subjects communicated by the end of the Spring term in an options confirmation letter.

5. Careers Guidance

During the options process and over the coming years, you may wish to seek additional advice. As a starting point, all students will be receiving presentations about the subjects on offer.

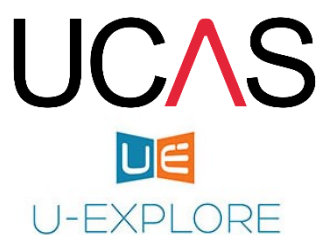
In choosing their programme of study, students should be thinking about their long-term ambitions. If they already have a clear career plan they should be investigating any necessary GCSE and A level requirements.

In school, there are a number of people who can advise you in this process:

- Mr T Cragg, Principal
- Miss Atkin, Deputy Head Teacher
- Ms Gaymer, Assistant Head
- Mr Seraphin – Head of Year 9
- Miss Gill – Geography and VFPD Curriculum Leader

There is also a range of useful websites:

https://website.u-explore.com/	<p>U-Explore is an independent and impartial national careers platform. Learners and parents/carers can log on to UExplore 24/7, via an internet connection, to access over 2,000 written and video job profiles across 14 industry sectors, real work environments and 360-degree Virtual Tours.</p>
www.ucas.com	<p>Information about higher education courses and entry requirements.</p>
www.informedchoices.ac.uk	<p>The Russell Group of Universities Guide to post 16 choices and university entry. Includes some GCSE requirements</p>
https://www.unifrog.org/	<p>All Students have their own personal log in to the Uniform platform, and activities around it, are delivered during tutor time. It is a one-stop-shop for students across Key stage 3,4,& 5 for information on all routes post-16, no matter their interests or academic ability.</p>
https://amazingapprenticeships.com/	<p>Connecting schools, colleges and training providers with a National Apprenticeship Service in their area.</p>



Work Related Learning and Careers In Years 10 and 11

Careers Education in Key Stage 4 builds on the concepts of self-awareness and career knowledge introduced in Year 9 to help you to make the next important transition, happily and successfully into post-16 study.

Careers Education, Information, Advice and Guidance (CEIAG)

This umbrella term covers the range of activities that help young people to become more self-reliant and better able to manage their personal and career development. Most students will continue exploring different career options into the Sixth Form and beyond so rather than focusing on choosing a specific job, our programme is designed to give students the knowledge, skills and confidence to make good decisions throughout their careers. We can help with providing specialist information and contacts.

Students will be registered with Unifrog which is available to them until they are 25 and aims to support progression through the GCSE, post 16 and post 18 pathways. Unifrog helps to give the students specific individual feedback regarding career areas that may be suitable for them or of interest. It also provides labour market information and links this to academic subject areas and gives detailed job profiles and entry routes.

Year 10

- Careers events give the students the opportunity to hear from external speakers about different career paths and working environments.
- Through the VFPD programme, students will receive objective information on all the possible pathways open to them post-16. They also have sessions giving in-depth information on entry routes and requirements for popular professions.

Year 11

- Nishkam School West London Sixth Form open evenings provide an opportunity to find out about post-16 courses and options.
- Every student in Year 11 has an individual transition meeting with a member of staff to discuss their post-16 options and to develop and implement their career plans.
- Optional work experience during the summer post GCSEs is strongly encouraged and support in finding placements is offered by our Work Experience Co-ordinator.

Pre-16 Qualifications and University Entrance

The following information is taken from a leaflet issued by the Russell Group, which provides guidance to students about how their GCSE subjects can affect their course choices at some universities:

- When applying to a university, and especially for a course at a competitive university, it is important that you consider all aspects of the entrance requirements, including the GCSE or other standard level requirements.
- Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) top grades.
- GCSE English or another standard level equivalent is very often required at Grade 5 at least. At many universities this is a universal entry requirement for any course. Mathematics is only slightly less commonly asked for. Occasionally a university will require a foreign language for entry to any course, for example, University College London introduced such a requirement in 2012.
- For many courses a grade 5 at least in GCSE English is needed, with science and engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who aren't necessarily strong mathematicians, commonly ask for a grade 5 in mathematics and, in some cases, sciences.
- The GCSE or other standard level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.

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's important to check university websites detailed requirements before applying.

- To study many degrees at university you must have secured a grade 5 in both English and maths GCSE.
- Applicants to study Medicine are required to have very good GCSE results in maths, science and English.
- Increasing numbers of universities require applicants to have a GCSE in a modern or classical language at grade 5 or above to be considered for any course.
- For a Business degree, a grade 5/6 in GCSE maths is required.
- A grade 5 or 6 in maths and science is often required for a degree in Psychology.

Note for parents/carers: Please do not buy any form of textbook or learning aids for your child until confirmation of your child's course is given by the school.

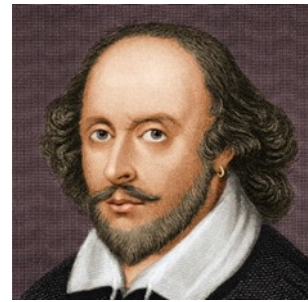
6. Core Subjects

GCSE English Language



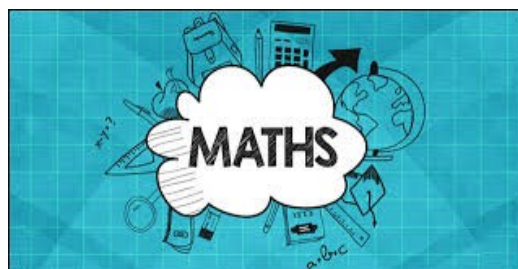
Subject	GCSE English Language			
Exam Board	AQA English Language (8700)			
Overview	English Language is a core GCSE, required for entry to A-Level study and higher education. The course develops students' ability to understand and interpret texts in different genres of fiction and non-fiction, as well as to express original and analytical ideas in a sophisticated way. Creative writing makes up 50% of the final mark.			
Course Structure	The course is linear with final examinations at the end of Year 11. All students will follow the pathways outlined below for Language. Papers are no longer tiered in English and so all students, regardless of ability, will complete the same examinations.			
Assessment	<p style="text-align: center;">English Language GCSE</p> <p>Paper 1 -- written exam Explorations in Creative Reading and Writing 1 hour 45 minutes 50% of GCSE</p> <p>Paper 2 -- written exam Writers' Viewpoints and Perspectives 1 hour 45 minutes 50% of GCSE</p> <p>Students complete the Spoken Language assessment in class; this does not count towards final GCSE grades.</p>			
Career Opportunities and Further Education	Journalism	Teacher	Broadcaster	Lawyer
Unique Selling Point	English is central to all other subjects, in developing students' literacy and teaching them to handle complex ideas.			
Further Information	Mr P Cragg			

GCSE English Literature



Subject	GCSE English Literature			
Exam Board	English Literature (8702)			
Overview	English Literature offers students not only the chance to study important texts in depth, but also to develop their analytical ability and immerse themselves in the history of ideas. Students will study four literary texts: Macbeth, Jekyll and Hyde, An Inspector Calls and 'Power and Conflict' Poetry.			
Course Structure	The course is linear with final examinations at the end of Year 11. All students will follow the pathways outlined below Literature. Papers are no longer tiered in English and so all students, regardless of ability, will complete the same examinations.			
Assessment	<p style="text-align: center;">English Literature GCSE</p> <p>Paper 1 -- written exam Shakespeare and the 19th-century Novel 1 hour 45 minutes 40% of GCSE</p> <p>Paper 2 -- written exam Modern Texts and Poetry 2 hours 15 minutes 60% of GCSE</p>			
Career Opportunities and Further Education	Journalism	Teacher	Broadcaster	Lawyer
Unique Selling Point	English is central to all other subjects, in developing students' literacy and teaching them to handle complex ideas.			
Further Information	Mr P Cragg			

GCSE Mathematics



Subject	GCSE Mathematics																															
Exam Board	Edexcel GCSE Mathematics (IMA1)																															
Overview	<p>This course gives the students the confidence that the mathematical skills, knowledge and understanding they will have acquired during the course are as good as those of the highest performing jurisdictions in the world. Students will engage in a curriculum that should allow them to:</p> <ul style="list-style-type: none"> • 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 Structure	<p>The Pearson Edexcel Level 1/Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers:</p> <ul style="list-style-type: none"> • Foundation Tier – grades 1 to 5 available • Higher Tier – grades 4 to 9 available (grade 3 allowed) <p>The assessment for each tier of entry consists of three externally-examined papers, all of which must be from the same tier of entry. Students must complete all three papers in the same assessment series.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Foundation</th> <th colspan="2">Higher</th> </tr> <tr> <th>Topic Area</th> <th>Weighting</th> <th>Topic Area</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>22 – 28%</td> <td>Number</td> <td>22 – 28%</td> </tr> <tr> <td>Algebra</td> <td>17 – 23%</td> <td>Algebra</td> <td>17 – 23%</td> </tr> <tr> <td>Ratio, Proportion and Rates of change</td> <td>22 – 28%</td> <td>Ratio, Proportion and Rates of change</td> <td>22 – 28%</td> </tr> <tr> <td>Geometry and Measures</td> <td>12 – 18%</td> <td>Geometry and Measures</td> <td>12 – 18%</td> </tr> <tr> <td>Statistics & Probability</td> <td>12 – 18%</td> <td>Statistics & Probability</td> <td>12 – 18%</td> </tr> </tbody> </table>				Foundation		Higher		Topic Area	Weighting	Topic Area	Weighting	Number	22 – 28%	Number	22 – 28%	Algebra	17 – 23%	Algebra	17 – 23%	Ratio, Proportion and Rates of change	22 – 28%	Ratio, Proportion and Rates of change	22 – 28%	Geometry and Measures	12 – 18%	Geometry and Measures	12 – 18%	Statistics & Probability	12 – 18%	Statistics & Probability	12 – 18%
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Assessment	<p>Paper 1 (33.3% of the GCSE)</p> <ul style="list-style-type: none"> • No calculator is allowed • 1 hour 30 minutes (both Foundation and Higher tier papers) • 80 marks available <p>Paper 2 (33.3% of the GCSE)</p> <ul style="list-style-type: none"> • Calculator allowed • 1 hour 30 minutes (both Foundation and Higher tier papers) • 80 marks available <p>Paper 3 (33.3% of the GCSE)</p> <ul style="list-style-type: none"> • Calculator allowed • 1 hour 30 minutes (both Foundation and Higher tier papers) • 80 marks available 																															

Career Opportunities and Further Education	Criminologist	Investment Analyst	Cyber Intelligence Officer	Air Traffic Controller
Unique Selling Point	Opportunities within school such as UKMT Challenge , Chess Club , Inter House Mathematics Challenge , Maths Trips and STEM projects will engage and inspire students in their Mathematics studies .			
Further Information	Mr Vijendra			

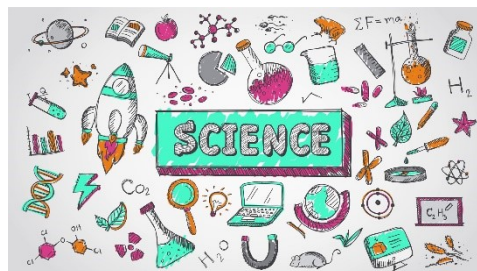
GCSE Religious Studies



Subject	GCSE Religious Studies			
Exam Board	Edexcel			
Overview	The study of two traditional world religions is fused together with exploration into philosophical, ethical and contemporary issues. Pupils will develop knowledge and understanding of two religions, enabling them to understand and articulate their own and others' beliefs, values and commitments. They will be required to provide reasoning and evidence for beliefs and practices as well as the ethical and philosophical positions held by the religions studied.			
Course Structure	The students will focus on 2 Areas of Study and sit 2 exam papers worth 50% each. One paper will link to Sikhism and the other paper will link to Christianity.			
Assessment	Paper 1: Area of Study 1 – Religion and Ethics (through the Sikh faith) Written examination: 1 hour 45 minutes - 50% of the qualification 102 marks			
	Content overview Pupils must study all 4 content sections based upon their chosen religion. <ul style="list-style-type: none"> • Beliefs • Marriage and the Family • Living the Religious Life • Matters of Life and Death 			
	Paper 2: Area of Study 3 – Religion, Philosophy and Social Justice (through the Christian faith) Written examination: 1 hour 45 minutes - 50% of the qualification 102 marks			
	Content overview Pupils must study all 4 content sections based upon their chosen religion. <ul style="list-style-type: none"> • Beliefs • Philosophy of Religion • Living the Religious Life • Equality 			
	Assessment overview <ul style="list-style-type: none"> • 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 these will contribute a minimum of 5% of marks towards the overall weighting for this paper 			
Career Opportunities and Further Education	Medicine / Medical Research	Journalism / Broadcasting / Media	Teaching / Social Care	Politics / Law

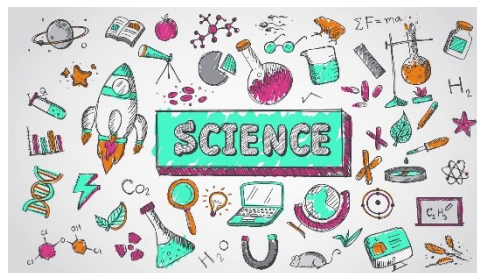
Unique Selling Point	RE is a unique subject which helps you to develop a broader outlook in life and increase your skills in abstract thinking. It helps pupils to develop a greater understanding and appreciation of religious thought and its contribution to individuals, communities and societies. Pupils will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments.
Further Information	Miss Atkin

GCSE Combined Science (Double Award)



Subject	GCSE Combined Science (Double Award)				
Exam Board	AQA				
Overview	Students will study a range of content from the 3 Sciences; chemistry, biology and physics. From cells to forces, atomic structure to genetics and magnetism to chemical reactions. The double award course will also give students the opportunity to learn through engaging practical experiments, of which there are 16 required for completion of the course.				
Course Structure	Students will receive 6 lessons per week, usually delivered by 2 different teachers. Lessons will consist of a mixture of theory, practical work and application. Students will be developing their scientific literacy, numeracy and experimental skills.				
Assessment	The double award is equivalent to 2 GCSEs. These grades are calculated using the averages of 6 exam papers (2 biology, 2 chemistry and 2 physics). The papers are equally weighted (16.7%) and consist of multiple choice, structured, closed, short answer and open response questions, providing differentiation and accessibility across all ability levels.				
	Biology Paper 1 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 16.7% of GCSE	Chemistry Paper 1 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 16.7% of GCSE	Physics Paper 1 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 16.7% of GCSE	Biology Paper 2 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks - 16.7% of GCSE	Chemistry Paper 2 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks - 16.7% of GCSE
Career Opportunities and Further Education	Medicine/ Healthcare	Engineering	Research	Specialist (forensic, Astrologist)	
Unique Selling Point	Whilst studying Science students will take part in workshops provided by different external career professionals. The students will receive a 'hands-on' experience to help them link the real-life applications of what they learn in the classroom. This will help students to stand out nationally and improve their career prospects.				
Further Information	Mrs Chadha				

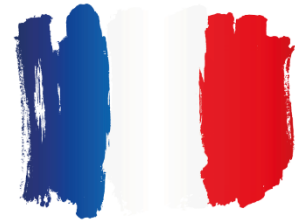
GCSE Separate Sciences – Biology, Chemistry & Physics



Subject	GCSE Separate Sciences – Biology, Chemistry and Physics			
Exam Board	AQA			
Overview	Studying the separate sciences means students will cover more content than GCSE combined sciences. This course provides great preparation for AS and A level and covers key biological, chemical and physical concepts and principles such as cell biology, atomic structure and the particle model. The separate sciences course will also give students the opportunity to learn through engaging practical experiments, of which there are 24 required for completion of the course.			
Course Structure	Students will receive 9 lessons per week, usually delivered by 3 different teachers (one specialist teacher for each Science). Lessons will consist of a mixture of theory, practical and application. Students will be developing their scientific literacy, numeracy and experimental skills.			
Assessment	Biology Paper 1 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 50% of GCSE Biology Paper 2 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 50% of GCSE	Chemistry Paper 1 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 50% of GCSE Chemistry Paper 2 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 50% of GCSE	Physics Paper 1 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 50% of GCSE Physics Paper 2 Written exam: 1 hour 15 minutes Foundation and Higher Tier 70 marks 50% of GCSE	
Career Opportunities and Further Education	Medicine/ Healthcare	Engineering	Research	Specialist (forensic, Astrologist)
Unique Selling Point	Whilst studying Science students will take part in workshops provided by different external career professionals. The students will receive a 'hands-on' experience to help them link the real-life applications of what they learn in the classroom. This will help students to stand out nationally and improve their career prospects.			
Further Information	Mrs Chadha			

7. Subject Pages (Options)

GCSE French



Subject	GCSE French
Exam Board	AQA French (8658)
Overview	<p>Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.</p> <p>The GCSE course covers three main themes:</p> <ul style="list-style-type: none"> • Identity and culture, • Local, national, international and global areas of interest • Current and future study and employment
Course Structure	<p>The course is linear with final examinations at the end of Year 11. GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers from the same tier. All question papers must be taken in the same series.</p>
Assessment	<p>Listening:</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of the GCSE <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in French, to be answered in French or non-verbally <p>Speaking:</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of the GCSE • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) <p>Reading:</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of the GCSE • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in French, to be answered in French or non-verbally • Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

	Writing <ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE 			
Career Opportunities and Further Education	Interpreter / Translator	Teacher	International business	International law
Unique Selling Point	<p>NSWL offers a variety of experiences for our language learners. Students will be able to take part in a French theatre production. They will be offered the opportunity to participate in school trips to France and to engage in a pen pal exchange with students in a French high school.</p> <p>NSWL also celebrates Day of Francophonie and European Day of Languages.</p>			
Further Information	Mrs Miralles			

GCSE Spanish



Subject	GCSE Spanish
Exam Board	AQA Spanish (8698)
Overview	<p>Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.</p> <p>The GCSE course covers three main themes:</p> <ul style="list-style-type: none"> • Identity and culture, • Local, national, international and global areas of interest • Current and future study and employment
Course Structure	<p>The course is linear with final examinations at the end of Year 11. GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.</p>
Assessment	<p>Listening:</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of the GCSE <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Spanish, to be answered in Spanish or non-verbally <p>Speaking:</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of the GCSE • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) <p>Reading:</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of the GCSE • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Spanish, to be answered in Spanish or non-verbally • Section C – translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

	Writing <ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of the GCSE 			
Career Opportunities and Further Education	Interpreter / Translator	Teacher	International business	International law
Unique Selling Point	<p>NSWL offers a variety of experiences for our language learners. Students will be able to take part in a Spanish theatre production. They will be offered the opportunity to participate in school trips to Spain and to engage in a pen pal exchange with students in a Spanish high school.</p> <p>NSWL also celebrates European Day of Languages every year.</p>			
Further Information	Mrs Miralles			

GCSE Punjabi



Subject	GCSE Punjabi
Exam Board	AQA Punjabi (8683)
Overview	<p>Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.</p> <p>The GCSE course covers three main themes:</p> <ul style="list-style-type: none"> • Identity and culture, • Local, national, international and global areas of interest • Current and future study and employment
Course Structure	<p>The course is linear with final examinations at the end of Year 11. GCSE Panjabi has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.</p>
Assessment	<p>Listening:</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of the GCSE <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Panjabi, to be answered in Panjabi or non-verbally <p>Speaking:</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of the GCSE • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) <p>Reading:</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of the GCSE • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Panjabi, to be answered in Panjabi or non-verbally

	<ul style="list-style-type: none"> Section C – translation from Panjabi into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier) <p>Writing</p> <ul style="list-style-type: none"> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier 25% of the GCSE 			
Career Opportunities and Further Education	Interpreter / Translator	Teacher	International business	International law
Unique Selling Point	Students at Nishkam will be able to play an important role in setting up links with a school in a Punjabi-speaking area abroad and support it through charitable works. They will also be able to take part in a pen pal project with a school in a Punjabi-speaking region.			
Further Information	Mrs Miralles			

GCSE Geography



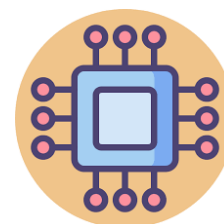
Subject	GCSE Geography			
Exam Board	Edexcel B (1GB0)			
Overview	<p>Geography allows students to explore the world from their classroom. Students have the opportunity to develop and explore their understanding of places, processes and interactions between people and the environment. Geography enables young people to become globally and environmentally informed and thoughtful citizens, whilst creating enquiring minds equipped with a range of transferable skills. These skills allow students to respond with confidence to the demands of undergraduate study and the world of work. They include creativity, decision making, critical thinking, analysis, conflict resolution, negotiation, intercultural sensitivity, cartographic skills, data collection and statistical skills.</p>			
Course Structure	The course is linear, students will complete 3 examinations at the end of Year 11.			
Assessment	<p>Competent 1- Global Geographical Issues Topic 1- Hazardous Earth Topic 2- Development dynamics – Case Study- India Topic 3- Challenges of an urbanising world – Case Study- Mumbai Written examination - 1 hour 30 minutes 37.5% of the GCSE</p> <p>Component 2- UK Geographical Issues Topic 4- The UK's evolving physical landscape- Coastal change and conflict and River processes and pressures Topic 5- The UK's evolving human landscape- Case Study- London Topic 6 - Geographical Investigations- One physical fieldwork investigation (coastal conflict) and one human fieldwork investigation (a dynamic urban area) Written examination - 1 hour 30 minutes 37.5% of the GCSE</p> <p>Component 3- People and Environment Issues- Making Geographical Decisions Topic 7- People and the biosphere Topic 8 – Forests under threat Topic 9- Consuming energy resources Written examination - 1 hour 30 minutes 25% of the GCSE</p>			
Career Opportunities and Further Education	Engineer	Lawyer	Archaeologist	Pilot
Unique Selling Point	As part of the Geography curriculum students will have the opportunity to expand and develop the knowledge and skills gained in the classroom by participating in 2 fieldtrips. One to a coastal location, where they will study coastal change and conflict in action and the other a comparison of 2 dynamic urban areas.			
Further Information	Miss Gill			

GCSE History



Subject	GCSE History			
Exam Board	Edexcel			
Overview	<p>GCSE History is an opportunity for students to discover the past through both breadth and depth studies. The GCSE course looks at British and International History and allows students to broaden their understanding of the past and how it has influenced the world in which we live today. GCSE History builds on skills that have been embedded at Key Stage 3 and offers students the exciting opportunity to examine change across time. GCSE History offers an excellent foundation for study at A level and beyond.</p>			
Course Structure	<p>Students will sit three papers at the end of Year 11. Each paper is a written examination and will focus on different historical skills. Source work, analysis, narrative accounts and evaluation are key skills which will be examined.</p>			
Assessment	<p>Paper 1 Thematic study and historic environment: Migrants in Britain, c800–present and Notting Hill c1948–c1970 Written examination: 1 hour 15 minutes 30% of the GCSE</p>	<p>Paper 2 Period study and British depth study Early Elizabethan England, 1558–88 Superpower relations and the Cold War, 1941–91 Written examination: 1 hour 45 minutes 40% of the GCSE</p>	<p>Paper 3 Modern depth study Weimar and Nazi Germany, 1918–39 Written examination: 1 hour and 20 minutes Written examination: 1 hour 20 minutes 30%* of the GCSE</p>	
Career Opportunities and Further Education	Economics	Law	International Relations	Museums and Galleries
Unique Selling Point	<p>History offers the opportunity to develop a wide range of transferable skills. The ability to communicate effectively, to sustain an argument, to analyse, research and to problem solve are all skills that will help pupils in all future endeavours. Understanding the past is crucial to understating both the present and the future. Studying History will give you a more balanced outlook on the world and will provide you with skills that will be drawn upon in a wide range of careers. There will be opportunities for talks and lectures, links with Universities, workshops to develop study skills and educational visits throughout Years 10 and 11.</p>			
Further Information	Ms Gaymer			

GCSE Computer Science



Subject	GCSE Computer Science		
Exam Board	Eduqas		
Overview	<p>Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.</p>		
Course Structure	<p>This linear qualification is assessed in Year 11. The assessment is structured as a written examination for Unit 1 Understanding Computer Science, and an on-screen examination for Unit 2 Computational Thinking.</p>		
Assessment	<p><u>Unit 1: Understanding Computer Science</u></p> <p>1 hour 45 minutes written examination for 50% of the qualification.</p> <p>This unit 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.</p>	<p><u>Unit 2: Computational Thinking and Programming</u></p> <p>2 hour on-screen examination for 50% of the qualification.</p> <p>This unit investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.</p>	
Career Opportunities and Further Education	Software Engineer	Cybersecurity Analyst	Systems Manager
Unique Selling Point	<p>Computer Science students will compete in the international Brebas Computational Thinking Challenge. Students will have opportunities to visit Bletchley Park; the World War 2 home of code breaking. On our doorstep the Sky Academy Studios allows a hands-on experience in collaborating to create innovative multimedia content.</p>		
Further Information	Mr Parnell		

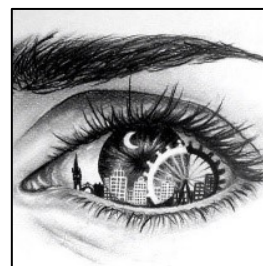
GCSE Drama



Subject	Drama GCSE
Exam Board	AQA
Overview	<p>Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.</p>
Course Structure	<p>Our GCSE Drama course offers students the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to Drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.</p> <p>The subject content for GCSE Drama is divided into three components:</p> <ol style="list-style-type: none"> 1. Understanding drama 2. Devising drama 3. Texts in practice <p>This specification ensures continuity for students progressing from GCSE Drama to AS and A-level Drama and Theatre. Students who go on to AS or A-level are already familiar with studying a whole set text for the written paper. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts.</p>
Assessment	<p>Component 1: Understanding drama – This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others (AO4).</p> <p>The paper constitutes 40% of the GCSE. Students have 1 hour 45 minutes to answer the paper. The paper is divided into three compulsory sections:</p> <ul style="list-style-type: none"> • Section A: Theatre roles and terminology • Section B: Study of set text • Section C: Live theatre production. <p>In the exam, students are expected to demonstrate knowledge and understanding of the subject content.</p> <p>Component 2: Devising drama – This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance (AO1), apply theatrical skills to realise artistic intentions in live performance (AO2) and analyse and evaluate their own work (AO4). Component 2 constitutes 40% of the GCSE. It is marked by teachers and moderated by AQA.</p>

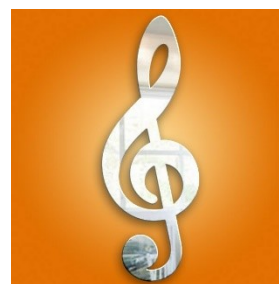
	<p>For this component students are required to complete the following two assessment tasks:</p> <ul style="list-style-type: none"> • produce an individual ‘devising log’ documenting the devising process • contribute to a final devised duologue or group performance. <p>The devising log is marked out of 60. Each student's contribution to the final devised performance is marked out of 20.</p>			
	<p>Component 3: Texts in practice – This component is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (AO2). Component 3 constitutes 20% of the GCSE. It is marked by AQA.</p> <p>For this component students must complete two assessment tasks:</p> <ul style="list-style-type: none"> • study and present a key extract (monologue, duologue or group performance) • study and present a second key extract (monologue, duologue or group performance) from the same play. <p>Each student's contribution to each key extract performance is marked out of 20.</p>			
Career Opportunities and Further Education	Actor	Director	TV/Radio Presenter	Teacher
Unique Selling Point	Nishkam GCSE Drama students will have the opportunity to watch two live theatre productions and also meet a guest speaker from within the industry, who will run a question-and-answer session with them.			
Further Information	Miss Stafford			

GCSE Art, Craft & Design



Subject	GCSE Art, Craft & Design			
Exam Board	AQA Art and Design (Art, craft and design) 8201			
Overview	<p>Vibrant and dynamic, this course will give you the freedom to explore GCSE Art and Design in ways that inspire and bring out the best in you, whilst equipping you with the skills to continue the subject with confidence at AS, A Level and beyond.</p> <p>This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.</p> <p>Students must explore and create work associated with areas of study from at least two titles listed: Fine art, Graphic communication, Textile design, Three-dimensional design, Photography.</p>			
Course Structure	This course is completed over two years, all sketchbook and preparatory work will be created during this time contributing to your final grade. There is one exam at the end of the course.			
Assessment	Component 1 (Coursework Unit): 60% What is assessed? A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. How is it assessed? No time limit 96 marks 60% of the GCSE		Component 2 (Exam Unit): 40% What is assessed? Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How is it assessed? Preparatory period followed by 10 hours of supervised time 96 marks 40% of the GCSE	
Career Opportunities and Further Education	Artist	Architect	Games and App designer	Web designer
Unique Selling Point	GCSE Art, Craft and Design students will be visiting galleries, meeting artists and choosing their own projects and focus according to their interests.			
Further Information	Ms Khalsa			

GCSE Music



Subject	GCSE Music (Rock School)			
Exam Board	Eduqas			
Overview	<p>Do you enjoy performing music? Would you like to create and compose your own musical ideas? Are you keen to improve your theory skills in music? Are you interested in music across different styles and time periods?</p> <p>GCSE Music is based on the three skills of performing, (playing and instrument/singing), composing (writing your own music) and listening and appraising (demonstrating a knowledge and understanding of how music works).</p> <p>The course will enable you to develop knowledge and understanding of music through four areas of study:</p> <ul style="list-style-type: none"> • Musical Forms and Devices • Music for Ensemble • Film Music • Popular Music 			
Course Structure	This is a linear qualification, consisting of three units. All assessments must be taken at the end of the course.			
Assessment	<p>Performing (30%) Total duration of performances: 4-6 minutes This will demonstrate your ability to play independently (solo), as well as with others (ensemble).</p> <p>Composing (30%) Total duration of compositions: 3-6 minutes You will submit two compositions: one set by the exam board and one being a “free choice”.</p> <p>Appraising written examination (40%) 1 hour 15 minutes You will demonstrate your knowledge and understanding of musical elements, musical contexts (when, why and how music is written) and musical language.</p> <p>This also includes questions on two set works:</p> <ul style="list-style-type: none"> • Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067) https://www.youtube.com/watch?v=4ufehp7gULA • Africa: Toto (released 1982) https://www.youtube.com/watch?v=Kb7IAMjFuA0 			
Career Opportunities and Further Education	Musician	Teacher	Composer	Sound engineer

Unique Selling Point	Students will have the opportunity to attend two live performances: one classical (at the Royal Albert Hall) and one linked with musical theatre (in the West End)
Further Information	Mrs Carroll

Cambridge National Sports Studies



Subject	Cambridge National Sport Studies			
Exam Board	OCR (J813)			
Overview	<p>Sport Studies encompasses some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.</p>			
Course Structure	<p>The Cambridge National provides an excellent start for vocational study and enables progression to Level 3 qualifications or A Levels. The qualification is equivalent to a GCSE in both time and rigour.</p>			
Assessment	<p>Students must complete two mandatory units.</p> <p>R051: Contemporary issues in Sport Students explore a range of topical and contemporary issues in sport and look at what sport provides society as a whole beyond simply providing entertainment. <i>This unit is externally assessed through OCR set tasks and a marked 1 hour exam (60 marks) worth 25% of the course.</i></p> <p>R052: Developing sports skills Students try out a range of sports-related skills and techniques and look at how to improve both their own performance and that of others. <i>This unit is assessed through OCR-set tasks and is worth 25% of the course.</i></p>		<p>Students select two optional units (each worth 25% of the course).</p> <p>R053: Sports leadership Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader.</p> <p>R054: Sport and the media Students explore the relationship between sports and the media.</p> <p>R055: Working in the sports industry Students explore the wide range of career opportunities related to the sports industry, including those not directly linked to a sport or physical activity.</p> <p>R056: Developing knowledge and skills in outdoor activities. Students find out about a wide range of outdoor and adventure activities.</p>	
Career Opportunities and Further Education	Sports Media	Teacher	Sports Marketing	Sports Coach
Unique Selling Point	<p>Sport is a high-profile and expanding industry and there is a growing need for qualified professionals. Sports Studies offer Students the solid foundation required for further study or progression into industry. Students develop a wide range of transferable skills i.e. communication, problem solving and team working.</p>			
Further Information	Ms Kelly			

Hospitality & Catering



Subject	Hospitality & Catering			
Exam Board	WJEC (5569QA)			
Overview	<p>This course offers an exciting insight into the hospitality and catering industry where you can unveil your creativity through the art of food. It is a perfect opportunity for those who love to cook and bake wonderful dishes. This course is split between an exam, coursework and practical work. You will be able to take pictures of the food you cook to show your family and to use in college interviews should you wish to continue your studies in the subject area.</p>			
Course Structure	<p>Through the two units, students will gain an overview of the hospitality and catering industry and the type of job that may be available to assist them in making choices about progression. Successful completion could support entry to qualifications that develop specific skills for work in hospitality and catering.</p>			
Assessment	<p>Unit 1: The Hospitality and Catering Industry Online written exam - 1 hour 30 minutes 40% of the overall grade</p> <ul style="list-style-type: none"> • Know how food can cause ill health • Understand the importance of nutrition when planning meals • Understand menu planning • Understand the environment in which hospitality and catering providers operate • Understand how hospitality and catering provision meets health and safety requirements <p>Unit 2: Hospitality and Catering in Action Written coursework (with 20% practical work) 60% of the overall grade</p> <ul style="list-style-type: none"> • Use of commodities • Produce dishes to be served on a range of different menus • Plan, trial, prepare, cook and serve a three-course meal or range of dishes for a target group, or target catering outlet • Portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group 			
Career Opportunities and Further Education	Chef	Nutritionist	Dietician	Food Scientist / Technologist
Unique Selling Point	<p>Students will have the exciting opportunity to visit a hotel, restaurant, and a local event linked to the hospitality and catering sector. Nishkam Food and Nutrition supports a local charity 'Nisham SWAT', so all students will cook a meal for the homeless. A guest 'Chef' will be invited for a talk and live demonstration showing culinary skills.</p>			
Further Information	Mrs Johal			

BTEC Tech Award in Enterprise



Subject	BTEC Enterprise			
Exam Board	Edexcel			
Overview	<p>Students will develop knowledge and understanding of real businesses by applying their learning and skills to a work-related context. Students can explore what it means to set up and run a Business Enterprise, as well as develop key skills and gain an insight into industry sectors. This course is a practical introduction to life and work as an entrepreneur and students will develop an aptitude in planning and carrying out an enterprise activity, develop the knowledge that underpins the effective use of skills that can affect the performance of an enterprise and develop a sound business plan.</p>			
Course Structure	<p>Students will study a broad range of essential aspects of business including finance, product development, advertising, and customer service. Skills such as budgeting, calculating costs and financial management will help students when running a business but they are also transferrable, practical skills useful to students in everyday life.</p>			
Assessment	<p>Component 1 – Exploring Enterprise (Internally assessed) Students will examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs. You will explore how market research helps enterprises to meet customer needs, understand competitor behaviour and investigate the factors that contribute to the success of an enterprise. Internally assessed – 30% of the course</p> <p>Component 2 - Planning for and Running an Enterprise (Internally assessed) In this unit, you will select an enterprise idea to plan, pitch for and run. You will explore ideas for a micro enterprise activity, plan for a micro enterprise activity, and pitch for a micro enterprise activity and eventually operate a micro enterprise activity as a part of a practical assessment. Internally assessed – 30% of the course</p> <p>Component 3 – Promotion and Finance for Enterprise (Externally assessed) You will be provided with a case study of a small to medium enterprise and then complete a series of activities. You will demonstrate knowledge and understanding of elements of promotion and financial records, interpret and use promotional and financial information in relation to a given enterprise and make connections between different factors. Externally assessed examination – 40% of the course</p>			
Career Opportunities and Further Education	Marketing	Accountancy	Business Management	Business Owner
Unique Selling Point	<p>This course will give you an insight into how to run and own your own business, alongside meeting some of the best minds in Business for example Peter Jones from Dragon's Den.</p>			
Further Information	Mr Seraphin			

8 Example Options Form



Year 9 Options Form

Make sure you have completed this form in advance of your options interview, as it will form a key part of the discussion you have with the member of staff interviewing you. You will be contacted to let you know when this interview is taking place.

Conditions attached to completing this form:

- You must select one option from each list
- You must also select 2 reserve choices
- You cannot choose the same subject twice
- You must choose at least one language, typically the language you opted for in Year 8 (if you chose to continue with two languages, you do not have to continue with both at this point)
- You must choose either Geography or History and you can choose both if you wish
- If you wish to choose the triple Science option in the option blocks, you will need to be consistently performing at Secure or Excellent in your KATs and other in-class assessments to be eligible for the course.

Whilst we will try our hardest to give you all your preferred option choices, this may not always be possible, in which case, we will select one or both of your reserve choices.

Option Blocks

Option 1	Option 2	Option 3	Option 4
Spanish	Spanish	Spanish	Triple Science
French	History	Triple Science	Drama
Punjabi	Drama	Computing	History
Geography	Sports Studies	Geography	Enterprise
History	Art & Design	Hospitality & Catering	Music

Reserve choice 1 (from the list of subjects above): _____

Reserve choice 2 (from the list of subjects above): _____

9. Frequently Asked Questions

Why do I have to make choices?

As you have progressed through Key Stage 3, you have studied all the available subjects, but now you will reduce the number of subjects you studying and we will offer you a selection of subjects you haven't previously studied. The reason is that we want you to concentrate on subjects that are (i) vital to your future – this is why you all continue to study English, Maths, Science and RE, and (ii) interesting and relevant to you personally; you have the chance to 'specialise' more than in Key Stage 3.

What is the core curriculum that all students follow in Years 10 and 11?

All students continue to study English, Mathematics, Science and RE through timetabled lessons. Students continue to take part in timetabled PE lessons, although these do not lead to a qualification. VFPD and work-related learning also form part of the curriculum through cross-curricular links and other experiences (such as work experience).

How many option choices do I have?

Students must make 4 choices plus 2 reserve choices. The vast majority of students will study at least one language and either History or Geography (although students may study both if they wish).

Is PE in the core, or an option?

Both. All students have core PE. It is also possible to opt for a qualification in PE – Sport Studies, run by the Cambridge board.

How do I know what subjects to take?

There is lots of guidance available and you will have a specific guidance interview to discuss your option choices. Read the options brochure, attend the Parents' Information Evening and talk to your teachers and parents.

What is the difference between GCSEs and vocational courses (Level 1 & 2 courses with longer names)?

GCSEs are 'level 2' qualifications where the grades 9 to 1 are achievable. Vocational courses are also level 2 courses and are equivalent to GCSEs but have other titles such as Certificate, Award or Diploma. Grades awarded for vocational courses are typically Distinction*, Distinction, Merit and Pass. All vocational courses have strong links to careers in specific areas.

Will I definitely get my option choices?

We will do our best to accommodate all your option choices. You may have to take one of your 'reserve' courses, however, if any of the following factors apply:

- Not enough students choose to study a particular course, so it cannot run
- We advise strongly against you taking a course because, based on our knowledge of you from Key Stage 3, we may feel the course is unsuitable for you.