



**BRENTSIDE HIGH SCHOOL**

LEARNING AND ACHIEVING TOGETHER

Name:.....

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# KS4 Courses 2022-2025

## Guidance for Year 8



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# Message from our Headteacher

March 2022

## Key Stage 4 at Brentside High School

Dear Student and Parent/Carer,

This booklet is designed to provide information about the options process that our Year 8 students are currently involved in and also about the individual courses that students will study at Key Stage 4 from September 2022. It complements the assemblies that are underway as well as the information that will be shared at the Options Evening event on Thursday, 17 March 2022.

Nationally, all Key Stage 4 qualifications have changed over the last few years. The new courses have greater content and build in higher levels of challenge; grades are awarded from 9 – 1 instead of the old A\* – G, and there has been a reduction in controlled assessment or coursework for many subjects and the complete removal of such in some. This has led to an increase in the weighting of assessment in the terminal examinations. To support students in managing the increased content and challenge, at Brentside High School, we start the GCSE option courses at the start of Year 9 and staff and students value this additional time. We have been particularly grateful to have this additional time to enable us to support students to make accelerated progress in light of national lockdowns and self-isolation over the past two years.

As part of the options process, there are some subjects that students may elect to stop studying in order to increase the time they spend on their chosen option subjects in Key Stage 4. Staff in all subjects design the Year 9, 10 and 11 curriculum to ensure that learning is ordered in a way that supports students, giving them access to the key skills they will need to succeed, and plenty of time to practice these skills. It also means that the more demanding content can be spread out over time and that subjects have time to build in revision at the end of the course.

This guide is intended to support students and families in the transition from Key Stage 3 to Key Stage 4. Brentside High School staff will also support during the process. Some points to consider when making choices are:

- **Ability** – students must recognise where their abilities lie and choose courses where greatest success is possible with the right amount of work.
- **Interest** – success is often related to hard work, which in turn is often related to the interest that a student has in that subject.
- **Career and qualifications** – very few students in Year 8 know exactly which career, higher or further education path they would like to embark on. Later on, certain subjects may become an essential requirement for certain careers, but at

this stage, our curriculum is designed to minimise the possibility of restricting future career paths.

- **Advice** – staff will be giving as much guidance as possible to students throughout this period of decision making. However, please do not hesitate to contact your Year Leader or relevant Subject Leader if you require further assistance in making the final decision.
- **Flexibility** – be prepared to have some reserve choices because option subjects will only be timetabled if there are sufficient numbers to make a viable group size.

We are committed to personalised learning and believe that all students have:

- Some needs in common with all other students.
- Some needs in common with others in a particular group of students.
- Some needs that are individual.

When we plan the curriculum, we take into consideration:

- The Government's National Curriculum, which makes certain subjects compulsory.
- If it is appropriate for you to follow a curriculum that covers all the requirements of the English Baccalaureate.
- Our intention to provide a 'broad and balanced' education for all students, whilst providing the opportunity for a degree of specialisation.
- Our intention to enable the individual student to progress to appropriate further study or employment.

The curriculum we offer is based on the National Curriculum, but one that can be tailored in a number of ways to meet the needs of the individual.

The curriculum is constantly under review and developing to reflect national developments and the changing needs of all our students. This is particularly important as we consider the possible implication for students wishing to attend top universities in the future if they have not covered all aspects of the English Baccalaureate. We feel that it is important not to reduce their options in the future and therefore feel that studying English, mathematics, at least two science qualifications, a modern foreign language (French or Spanish) and either history or geography is essential for at least 80% of our students. Students not following the English Baccalaureate pathway will have their own individualised curriculum and this will be discussed with appropriate members of staff.

The staff and students are proud of Brentside High School. We are all high achievers, and the school gives us all the opportunities we want to do well. With consistent hard work by students and the high-quality teaching and support provided by staff, we are confident that our students will achieve their potential, enabling them to pursue further qualifications and training in today's highly competitive society.

Achievement at Key Stage 4 at Brentside is consistently within the top 20% of schools nationally. Part of this success is supported by the collaboration between students,

families, and the school. We are grateful for your ongoing communication with the school and for your continued support; working together, we are able to support our young people to meet our core values of Respect, Excellence, Achievement, Citizenship and Happiness.

We look forward to working with you all during Key Stage 4 and will provide you with appropriate teaching and other resources in order to support your learning and therefore maximise your potential.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Ms Hames', written in a cursive style.

Ms Hames  
Headteacher

# Message from the Acting Year Leader

Dear Students,

This is an extremely important time for Year 8s in their school career. Entering Year 7 and up until now, all subjects have been chosen for you and have been compulsory. This is an exciting time for you as there are some subject choices that each of you are able to make. You will continue with all of the subjects that are statutory in schools or part of our curriculum, such as English, mathematics, science, history or geography, religious studies and citizenship and you will also make some choices, for example from the arts block (art, music, music technology or drama) and a free choice option block consisting of subjects including history, music, film studies, health and social care and computing. We are here to support you, guide you and also to advise you throughout this process to ensure you are making the right choices for you.

This booklet has information about every Key Stage 4 subject and gives you a detailed account of what you will be studying, the different subjects that are available to you and also subjects that you have not studied before. This booklet will ensure that you are informed of the relevant information and also help you to reach the next steps in your school life. It will also inform you of the different career paths that will be available to you depending on the options that you choose.

There will be an Options Evening on **Thursday, 17 March 2022 from 16:30 – 18:30**, when you and your parents/carers can find out more about the curriculum at Key Stage 4 by visiting subject areas and hearing key information in the presentation. In addition to the Options Evening and this booklet, you will have heard more about the process in assemblies and will have the chance to discuss ideas with your teachers and form tutor. Target Review Day on **Wednesday, 23 March 2022**, will also be an opportunity to ask any remaining questions.

Please do not hesitate to ask your tutor or myself if you or your parents or carers have any further questions.

I hope that you all enjoy the options process and the journey into your GCSE years.

Yours faithfully,



Mr Hole  
Acting Year Leader

# The Key Stage 4 Curriculum

All students study all the subjects in the 'core' row. They then select one from each of the next four rows.

<b>Core (all)</b>	English and Literature	Mathematics	Science	Religious Studies	Citizenship	Physical Education	
<b>Languages (one of)</b>	French (if studied at KS3)	Spanish (if studied at KS3)	*Curriculum Support	*English as an Additional Language	*Learning Support		
<b>Humanities (one of)</b>	Geography	History					
<b>The Arts (one of)</b>	Art <sub>1</sub>	Drama	Music	Music Technology			
<b>Open Choice (one of)</b>	Art <sub>1</sub>	Computing	Drama	Food Technology	Geography	Health and Social Care	History
	Creative iMedia	Film Studies	Music	Physical Education	Product Design	*Additional support	Music Technology

<sup>1</sup>Within art you will work with staff from the art department in class, to select your specialism from the following list: textiles, graphic design/photography, sculpture or fine art.

Subjects marked \* are part of our additional support and development curriculum and do not result in a GCSE or BTEC qualification but may result in an entry level qualification. Discussions will take place with the Year Team, KS3 Assistant Headteacher and those students who will be suitable for this pathway. There are also opportunities for students to achieve additional qualifications in many heritage languages.

Within each subject, there may be different routes depending on a student's aptitude for the subject, for example: some students will sit more GCSEs within a subject area than others; some subjects have tiered examinations offering Higher (9 - 4) and Foundation (5 - 1) tiers. Students will study the statutory subjects of citizenship and religious studies gaining a GCSE in one of these.

Students cannot select the same subject twice in different rows.

# Glossary of terms in this booklet:

Term	Explanation
GCSE	General Certificate of Secondary Education: Qualification at Levels 1 and 2 (9 – 1 grades). All GCSE courses are worth 1 GCSE.
BTEC	Business and Technology Education Council: These are applied learning qualifications related to the world of work. All BTECs are worth the equivalent of 1 GCSE.
Level 1 course	This can be a BTEC, GCSE or other recognised Level 1 qualification and is worth a 4 – 1 grade.
Level 2 course	This can be a BTEC, GCSE or other recognised Level 2 qualification and is worth a 9 – 5 grade.
16+ progression	This refers to the options students aged 16-19 have that are supported by the qualification they are taking at ages 13-16.
Tier of entry	Some subjects have two tiers of entry, and the exam papers/assessments structures are slightly different at each tier even though the content studied is usually the same. Students' grades throughout the course influence which tier they are entered for.
Higher tier	This allows students to achieve 9 – 4 grades.
Foundation tier	This allows students to achieve 5 – 1 grades.
EBacc	English Baccalaureate: This involves English language/literature, mathematics, two sciences, languages, and a humanity (history or geography). It is a measure that the government promote as a mark of quality.

## Key Dates for the Option Process:

<b>February and March:</b> Tutor guidance, subject assemblies, options assemblies, subject input
<b>March:</b> Options booklet introduction by tutors and copies to students
<b>March:</b> Tutor time use of booklets and discussion of options
<b>March 17:</b> Options Evening for students and parents/carers (16:30-18:30)
<b>March 23:</b> Target Review Day: individual conversations with students, tutors and parents/carers
<b>March 28:</b> Deadline for Options Forms to be submitted

# Grades at Key Stage 4

Students with older siblings may know that grades used to be letters from A\* to G, with A\* being the highest grade. Over the past few years, the grading system has been changed nationally at GCSE and grades are now awarded as numbers, from 9 to 1, with 9 being the highest grade.

We include the table below as we think that some parents and students would like to know how the new numbers compare to the old grades.

New GCSE grading structure	Old GCSE grading structure
9	
8	A*
7	A
6	B
5 Grade 5 (a 'good pass' – DfE)	
4 Grade 4 is the equivalent of Grade C in the old system	Grade C is 'good pass' in the old system C
3	D
2	E
1	F
	G
U	U

Broadly the same proportion of students will achieve grade 4 and above as previously achieved grade C and above in the old system. Broadly the same proportion of students will achieve grade 7 and above as previously achieved grade A and above. The bottom of grade 1 is aligned with the bottom of the old grade G. BTECs continue to have the following grades:

Distinction*	Equivalent to GCSE 8.5 / A*
Distinction	Equivalent to GCSE 7 / A
Merit	Equivalent to GCSE 5.5 / B
Pass	Equivalent to GCSE 4 / C

# Core

*All students take these subjects, which are part of the statutory National Curriculum at Key Stage 4.*

<b>Subject</b>	<b>Contact</b>	<b>Page</b>
Citizenship	Mr McNamara	<b>11-12</b>
English Language and Literature	Mrs Colagrossi	<b>13-16</b>
Mathematics	Ms Nagra	<b>17</b>
Physical Education Core	Mr Reynolds	<b>18</b>
Religious Studies	Ms Sarpi	<b>19-20</b>
Science	Dr Malik	<b>21-22</b>
Modern Foreign Languages	Miss Grewal	<b>23-24</b>

## **Modern Foreign Languages**

Most students will continue studying the foreign language studied in Years 7 and 8.

# CITIZENSHIP STUDIES



**Contact: Mr McNamara**

## **Course Description**

All students study citizenship as part of their Key Stage 3 curriculum with approximately half of Year 8 going on to further specialise and take the course as a full, three-year GCSE which is examined at the end of Year 11. The course builds on the Year 7 and 8 curriculum which provides students with a solid platform from which to then study for the GCSE. Students learn about community and society, power and democracy, the operation of government at the local and national level, the legal system, and the role of the UK in the wider world. They explore and learn about different controversial and topical issues with political, social, ethical, and environmental dimensions, and within local and global contexts.

The course content is divided into five themes:

1. Theme A: Living together in the UK
2. Democracy at work in the UK
3. Law and justice
4. Power and influence
5. Taking citizenship action

## **Assessment**

There is no specific coursework in citizenship studies. However, the Theme E unit is a project-based element of the course, whereby students are required to carry out an investigation and action. This is based on aspects or issues arising from the course content and is centred around either a social action they will undertake or an issue they will seek to advocate for or raise awareness of. The purpose of Theme E is to provide a useful experience for students to learn from trying to make a difference themselves, particularly around teamwork, research, advocacy and evaluation – key skills that are also vital when navigating an ever-changing world. All five themes are assessed across two papers in the summer of Year 11 by examination only. There are regular assessments throughout all three years of the course to support students in their preparation for their examinations.

## **Qualification Target**

GCSE in citizenship studies within the Edexcel 1CS0 specification.

## **16+ Progression**

The course content provides a foundation for further academic or vocational study in a wide range of areas such as sociology, government and politics, law, media, history, geography, religious studies, health and social care or business studies.

## **Careers Information**

This course develops several key skills and is extremely useful for any student wishing to progress to further education in any area requiring independent learning and research, or those entering employment who wish to further develop transferable skills such as communication, action planning and working with others. It provides knowledge and skills useful for a wide range of careers, in particular, journalism, politics, law, or social care. Most importantly, it provides students with the opportunity to develop as well-rounded and informed citizens, giving them a good grounding in how the core decision making structures and systems of the UK and wider world work.



Spoken language assessment (0%)

Students are required to produce a presentation/speech (8 – 10 minutes), including responses to questions and feedback. This is an individual task and will be video recorded as per exam board expectations.

Achievement in spoken language will be reported as part of the qualification.

### **Qualification Target**

The course will lead to a GCSE in English language.

### **16+ Progression**

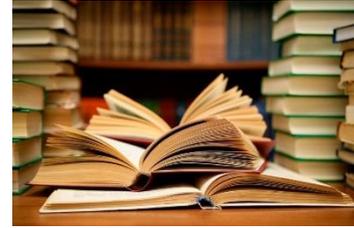
English language will help you in any chosen further study or career path. If you would like to continue to study English at A Level, it is a requirement that you obtain at least a 6 in both English language and English literature at GCSE.

### **Careers Information**

Succeeding in English language will open many doors in terms of your career. For any career path you choose, it will certainly be expected that you will be able to communicate with others through reading, writing, speaking and listening.

# ENGLISH LITERATURE

**Contact: Mrs Colagrossi**



## Course Description

Students will take both GCSE English Literature and GCSE English Language.

There are two English literature examination papers at the end of Year 11. Marks gained in the examinations constitute 100% of the total GCSE English literature marks.

Students are **not** permitted to take copies of the set texts into the examination.

The AQA GCSE in English literature encourages students to develop knowledge and skills in reading, writing and critical thinking. It provides students with opportunities to read widely for pleasure across a range of high-quality texts in the genres of prose, poetry, and drama and to develop an understanding of how literature is both rich and influential. It enables students to make connections across their reading and develop a clear understanding of literary works and also prepares them for the study of literature at a higher level.

GCSE in English literature involves:

Reading:

- literal and inferential comprehension: understanding a word, phrase or sentence in context, exploring aspects of plot, characterisation, events and settings, distinguishing between what is stated explicitly and what is implied, explaining motivation, sequence of events, and the relationship between actions or events.

Critical reading:

- identifying the theme and distinguishing between themes, supporting a point of view by referring to evidence in the text, recognising the possibility of and evaluating different responses to a text, using understanding of writers' social, historical and cultural contexts to inform evaluation, making an informed personal response that derives from analysis and evaluation of the text.

Evaluation of a writer's choice of vocabulary, grammatical and structural features:

- analysing and evaluating how language, structure, form and presentation contribute to quality and impact, using linguistic and literary terminology for such evaluation.

Comparing texts:

- comparing and contrasting texts studied, referring, where relevant, to theme, characterisation, context (where known), style and literary quality, comparing two texts critically with respect to the above.

Writing:

- producing clear and coherent text, writing effectively about literature for a range of purposes, such as, to describe, explain, summarise, argue, analyse and evaluate, discussing and maintaining a point of view, selecting and emphasising key points, using relevant quotation and using detailed textual references.

Accurate Standard English:

- accurate spelling, punctuation and grammar.

## **Assessment**

Paper 1: Shakespeare and the 19<sup>th</sup> century novel

Section A (20%) Shakespeare – Macbeth

One question based on the reading on a Shakespearean text. Students will be required to write a detailed essay about an extract from the play and then write about the play as a whole.

Section B (20%) 19<sup>th</sup> Century Prose – A Christmas Carol

One question based on the reading of a novel. Students will be required to write a detailed essay about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

Section A (20%) Modern Texts

Students select one essay question out of a choice of two (one will be on character the other theme) on Inspector Calls (Priestley)

Section B (20%) Poetry

Students write a comparative poetry essay on one named poem printed on the paper and one other poem from their chosen anthology cluster – power and conflict.

Section C (20%) Unseen Poetry

One question on one unseen poem and one question comparing this poem with a second unseen poem.

## **Qualification Target**

The course will lead to a GCSE in English literature.

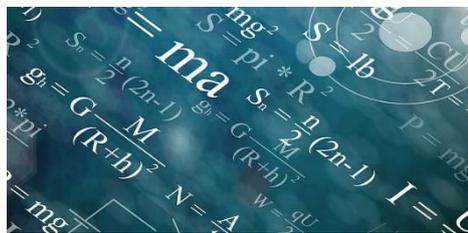
## **16+ Progression**

English literature will help you in any chosen course or career path. If you would like to continue to study English at A Level, it is a requirement that you obtain at least a 6 in both English literature and English language at GCSE.

## **Careers Information**

Succeeding in English literature will open many doors in terms of your career. For any career path you choose, it will certainly be expected that you will be able to communicate with others through reading, writing, speaking and listening.

# MATHEMATICS



**Contact: Ms Nagra**

## Course Description

The mathematics course follows the GCSE Edexcel syllabus. This continues naturally from the various areas of mathematics met in Key Stage 3: number, algebra, ratio, proportion and rates of change, geometry and measures, statistics and probability.

## Assessment

Students' understanding is assessed through written examinations (100% of the qualification) consisting of three papers: one non-calculator paper and two calculator papers. The three papers will also assess the functional elements of mathematics.

## Qualification Target

This course leads to a GCSE in mathematics.

Levels of entry are as follows:

Higher tier	Grades available: 9 – 4
Foundation tier:	Grades available: 5 – 1

The level of entry will depend on the ability demonstrated by the individual student.

Set 1 will also follow the AQA Level 2 Further Mathematics GCSE qualification which will bridge the gap between GCSE and A Level mathematics. The course embeds and deepens the algebraic content.

## 16+ Progression

Provisionally, GCSE mathematics at Grade 5 or above is an essential requirement for almost any form of higher or further education. If you would like to continue with mathematics at A Level, you will need to follow the higher tier and attain a Grade 6 or above.

## Careers Information

This course will enhance many areas of study and many careers require some form of mathematical qualification. If you are considering a career in accountancy, banking or computing, you must ensure that you gain a good grade at GCSE. All A Level courses require a good grade at GCSE for entry and mathematics is valued as a key life skill.

# PHYSICAL EDUCATION: CORE



**Contact: Mr Reynolds**

## **Course Description**

Core PE will continue for all students throughout Key Stage 4. Students will receive two hours of core lessons a week that will continue in the same manner as they experienced in Years 7 and 8.

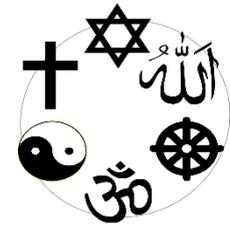
Students will participate in a full range of activities such as fitness, rugby, football, netball, basketball and athletics.

Please note that if your child has chosen GCSE PE then core PE is in addition to this, not instead of.

## **Assessment**

There is no formal examination in Core PE.

# RELIGIOUS STUDIES



**Contact: Ms Sarpi**

## **Course Description**

All students study religious studies (RS) as a part of their core curriculum, and many will further specialise and take the course as a full GCSE (AQA examination board).

The RS GCSE course covers a wide range of issues from different perspectives. Students are made aware of common themes and points of difference across world religions and the society in which they live.

Students develop their critical thinking skills, literacy skills, tolerance and respect for others. They are expected to explore religious facts and cultural diversity and develop their personal response to them. They are encouraged to explore and make ethical decisions for themselves. The course offers all students from a religious or non-religious background the opportunity to discuss common themes in a safe but challenging environment.

We will study the beliefs and practices of Christianity and Islam, including topics such as marriage, the roles of men and women, sexism, war, justice and beliefs about God.

## **Assessment**

GCSE RS students will sit two papers.

Paper 1 focuses on Christianity and Islam.

Paper 2 focuses on themes. The themes we cover are matters pertaining to religion and life, crime and punishment, peace and conflict and relationships.

There is no coursework in RS. However, there are regular assessments in Years 9 – 11, which support the examination process. The course is assessed in the summer of Year 11, by examination only.

## **Qualification Target**

A GCSE in religious studies.

## **16+ Progression**

Throughout the course, students develop a range of skills which are useful in the world of work, such as critical thinking and analysis. They develop their written skills as well as their oral communication skills. A GCSE in RS is relevant to a variety of post-16 options, as the students will be working with others from a wide range of different beliefs and perspectives to their own. This develops empathy and listening skills.

Students can later progress to A Level in religious studies that builds upon the GCSE qualification.

### **Careers Information**

The course in RS is an invaluable qualification for the world of work as it enables students to become more aware of the society in which they live. Great emphasis is placed on people and the diversity that exists within the workplace and the wider community. It underlines the link between the right of the individual, the law and respect. In essence, it provides students with life skills that are invaluable.

# SCIENCE



**Contact: Dr Malik**

- **COMBINED SCIENCE**
- **TRIPLE SCIENCE**

## Course Description

All students will sit six science written examination papers at the end of Year 11. Two papers in each of biology, chemistry and physics. Some students will be entered for the GCSE combined science pathway, others for separate science GCSEs in biology, chemistry and physics.

- **Combined science** – students will be awarded **two** GCSE grades.
- **Separate sciences** – students will receive **three** GCSE grades, one for each of the science disciplines: biology, chemistry and physics.

The separate science pathway is generally followed by more able students who have performed well throughout Years 7 to 11. Provisional decisions of the pathway and tier of entry that students will follow will be made at the end of Year 10. Final decisions of pathways and tiers will be confirmed following mock examinations in Year 11.

Science homework is set three times every two weeks, once for each science discipline. Homework will consist of written tasks, research or revision and learning key facts.

## Assessment

Students following the separate science pathway will sit longer examination papers to reflect the additional content they will have studied.

Scientific investigations and practical work are an essential component of all GCSE science qualifications and students will undertake a number of core practicals during the course. These are important and are assessed through written papers.

Students on both pathways will sit either foundation tier which covers grades 5 – 1, or higher tier which covers grades 9 – 4.

## Qualification Target

The combined science award results in two GCSE grades.

Separate science students will achieve three GCSE grades, one in each science discipline.

## 16+ Progression

If you would like to continue to study science at A Level, it is a requirement that, in addition to at least grade 6 in English and mathematics, you obtain at least a 6 in the

separate science discipline that you wish to pursue, or two grade 7s for both combined science students.

### **Careers Information**

A good grade in science is increasingly becoming an essential requirement for many careers. GCSE science at grade 4 or 5 is required to become a nurse or a primary school teacher. A Level chemistry or biology is usually required for entry to courses relating to healthcare including medicine and pharmacy. A Level physics is usually required for entry to engineering-related courses. Careers such as law and journalism consider a science background to be an advantage, due to the requirement for a combination of highly developed literacy, numeracy, analytical and problem-solving skills.

# MODERN FOREIGN LANGUAGES: FRENCH & SPANISH



**Contact: Ms Grewal – Subject Leader**

## Course Description

The majority of students at Brentside High School are expected to continue studying the foreign language which they began in Year 7 through to GCSE level, in order to achieve the English Baccalaureate qualification. This is a nationally recognised suite of qualifications that many universities look for as an entry requirement for Degree courses. Our aim at Brentside is for students to develop competency in the four skills: listening, speaking, reading and writing, alongside teaching essential grammatical enhancement, translation skills and an enriching cultural background of the countries where the language is spoken.

- The world is clearly more international – it is increasingly easy and widespread to work in another country – where you will need to use a different language in everyday life.
- A GCSE qualification in a language shows that you have a wealth of transferable skills and that you can master one of the more academic GCSE subjects on offer.
- At Brentside, we are extremely close to major international airports and London is a major tourist and commercial centre. We need an ever-diverse body of linguists!
- If you are considering going on to university, there are many interesting courses which combine a language with another subject as well as language courses which offer the possibilities of travel and work abroad. Some university courses still require a GCSE language qualification as part of the entry requirement

## Assessment

We carefully create our curriculum based on the Pearson Edexcel GCSE course. Students are assessed in four separate skills: listening, speaking, reading, and writing; each worth 25% of the final grade. All examinations occur at the end of Year 11 and entry is either at Foundation Tier (GCSE Grades available 5 – 1) or Higher Tier (Grades 9 – 4).

## Qualification Target

Both the French and Spanish courses lead to a full GCSE qualification at the end of Year 11.

## 16+ Progression

The Sixth Form at Brentside offers A Level courses in both French and Spanish for students who wish to follow a further academic course of study post GCSE.

## Careers Information

Your chances of getting many professional jobs will be increased if you can offer your employer a recognised GCSE qualification in a modern foreign language. A wide

range of areas including travel and tourism, the hotel trade, catering, retail and marketing in all fields, as well as professions such as medicine, law and teaching; all need people who can offer extra languages.

### **Heritage Languages**

If you can speak, read, and write another language at home, and would like the chance to gain an additional qualification, please look at the 'Heritage Languages' section on the Additional Support page and speak to Ms Grewal about this separately as she will be able to organise this for your child when they are in Key Stage 4.

# Selection within pathways

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Creative iMedia	Mr Fruzza	<b>28</b>
Design Technology: Product Design	Mr Naeem	<b>29</b>
Drama	Ms Northcott	<b>30-31</b>
Food Preparation and Nutrition	Ms Naeem	<b>32-33</b>
Geography	Mr Zaffar	<b>34-35</b>
Health & Social Care	Ms Lane	<b>36-37</b>
History	Mr Kamoga	<b>38</b>
Media Studies	Mr Welch / Ms Naeem	<b>39-40</b>
Music	Miss Davies	<b>41-42</b>
Music Technology	Miss Davies	<b>43-44</b>
Physical Education GCSE	Mr Reynolds	<b>45-46</b>
Additional Support	Mr Sandelson	<b>47-48</b>
English as an Additional Language	Mr Ramzan	<b>47-48</b>
Heritage Languages	Miss Grewal	<b>47-48</b>

# ART, DESIGN AND TECHNOLOGY

**Contact: Ms Naeem**

## **Course Description**

Students will have the opportunity to choose an area of art and design to specialise in. Students study options are fine art, sculpture, textiles, graphic design/photography.

During this course, students will work to practical briefs in their chosen discipline.

Students will be expected to demonstrate practical skills in the context of specific chosen areas of study.

## **Assessment**

GCSE art and design consists of two units of controlled assessment/portfolio which aim to develop the skills essential to the subject whilst fully meeting the four assessment objectives.

Unit 1: Personal portfolio in art and design (60%) coursework

Unit 2: Externally set assignment in art and design (40%) consisting of preparatory studies developing work in sketchbooks and a practical exam of 10 hours.

## **Qualification Target**

The course will lead to a GCSE in art and design.

## **16+ Progression**

Those students wishing to progress to A Level or Level 3 National Diploma courses in art and design will require a minimum of a grade 5 in GCSE art and design.

## **Careers Information**

There are an increasingly wide range of courses at universities that offer not only traditional art and design courses such as graphic communications design, fashion and textiles, product design and fine art, but also those combining practical skills with business application including broadcasting, communication training, advertising and business promotion.

# COMPUTER SCIENCE



**Contact: Mr Fruzza**

## Course Description

This is an OCR GCSE Computer Science course. This is a technical course and is mostly suitable for students in sets 1-3 mathematics and science with a keen interest in computer programming.

GCSE in computer science will enable students to:

- Develop their understanding of current and emerging technologies and how they work and apply this knowledge and understanding in a range of contexts.
- Understand the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and make informed decisions about the use and the implications of different technologies.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs.

## Assessment

Component 1: Computer systems (1 hour 30-minutes, worth 50% of total GCSE)

Includes: systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, network security, systems software, moral, social, legal, cultural and environmental concerns

Component 2: Computational thinking, algorithms and programming (1 hour 30-minutes, worth 50% of total GCSE)

Includes: translators and facilities of languages, algorithms, high and low-level programming, computational logic and data representation

Programming project (not assessed): Programming

Includes: programming techniques, design, development, effectiveness and efficiency, technical understanding, testing, evaluation and conclusion

## Qualification Target

This course leads to a GCSE in computer science.

The written papers will have a total weighting of 100%.

Upon completion of the course, students will receive a GCSE grade (9-1).

## 16+ Progression

The course can lead, with further development, to an A Level in computing.

## Careers Information

Web development, computer animation, game development, computer programmer and software developing.

# CREATIVE IMEDIA



**Contact: Mr Fruzza**

## **Course Description**

Cambridge Nationals Level 1/2 National Certificate in Creative iMedia.

The Cambridge National in Creative iMedia will equip students with a range of creative media skills and provide opportunities to develop, in context, desirable and transferable skills such as research, planning and review, working with others and communicating creative concepts effectively. This qualification will also challenge all students, including high attaining students, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the national curriculum.

Both the digital world of the internet and digital products such as smartphones are growing and evolving. New and creative designs are constantly emerging. A good understanding of digital media products and tools will be an advantage in understanding the way societies interact with the digital world.

## **Assessment**

Written paper: understanding the relevance and use of pre-production skills when designing digital media (1 hour 15-minutes external examination, worth 25% of the qualification).

Centre-assessed controlled task: understanding the planning and implementation of digital graphics and the impact they have on society as an audience (controlled assessment which is externally moderated, worth 25% of the qualification).

Optional centre-assessment controlled tasks: understanding the planning and implementation of digital solutions, such as websites, animations and other interactive multimedia products as the impact they have on society as an audience (controlled assessment which is internally assessed, worth 50% of the qualification).

## **Qualification Target**

The Cambridge National Certificate is an award and is equivalent to one GCSE.

## **16+ Progression**

The course can lead to an A Level in digital media and design or a Level 3 vocational qualification in creative and digital media.

## **Careers Information**

The course can lead, with further development at Level 3 and beyond, to careers in digital media design and computer games design.

# DESIGN TECHNOLOGY – PRODUCT DESIGN



**Contact: Ms Naeem**

## **Course Description**

(Timber and polymer based materials)

In this course, students will study materials and processes in wood, plastic and textiles to design and make 3D products.

Students will have a choice of working from a number of product design categories including storage, furniture, lighting, toys and decorative objects.

Design outcomes can range from large storage units, decorative jewellery boxes and bird tables, to mood lighting units and educational toys.

In the first half of the course, students undertake a range of design and make projects to develop knowledge and understanding. Processes including designing using a range of CAD software and making use of CAD/CAM equipment including a laser cutter, as well as using machine and hand tools.

In the second half of the course, students concentrate on a personal project of 40 guided learning hours (GLHs).

## **Assessment**

Coursework (50%)

A folder of work and final products demonstrating knowledge of core technical principles, specialist technical principles and designing and making principles.

Final examination (50%)

A written examination of two hours.

## **Qualification Target**

The course will lead to a GCSE in design technology.

## **16+ Progression**

Those students wishing to progress to A Level or Level 3 courses in product design will require a minimum of a grade 5 in GCSE design technology.

## **Careers Information**

Those thinking of pursuing a career either in the design or engineering sectors or in the craft or construction industries would be well advised to take this course. Product design including CAD, engineering, spatial design and architecture are areas of study that former students of this course have gone on to study at university.

# DRAMA



**Contact: Ms Northcott**

## Course Description

GCSE drama follows on from the Key Stage 3 curriculum. Students will have the opportunity to develop their drama skills in order to explore, create, perform, analyse and evaluate drama. A love of working collaboratively with peers is essential for all aspects of the course; students will frequently work in groups, however, they will also work individually. Drama is an academic, as well as a practical subject, and the development of knowledge and skills through written work is integral to the journey through the course.

### Component 1: Devising

- Create, develop and rehearse a devised piece from a stimulus, in groups.
- Perform this devised piece
- Analyse and evaluate both the devising process and performance, through a 2000-word portfolio.

### Component 2: Performance from text

- Perform two extracts from a performance text for a visiting examiner.
- Write a short statement of dramatic intentions about each performance piece.

### Component 3: Theatre makers in practice

- Practical exploration and study of one complete performance text.
- Developing detailed ideas and notes on how you would perform, direct and design for the different roles and scenes across the text.
- Analyse and evaluate live and digital theatre productions.

## Assessment

Component 1: 60 marks (40%)

Component 2: 48 marks (20%)

Component 3: 1 hour 45 minutes written examination – 60 marks (40%)

## Qualification Target

The course will lead to a GCSE (9 – 1) in drama.

## 16+ Progression

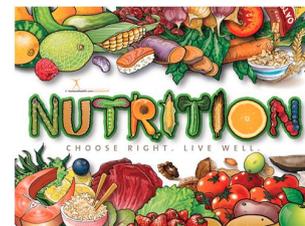
The course provides a clear progression route to study post-16 A Level drama and theatre studies, which is offered at Brentside High School.

## Careers Information

Drama is a vibrant and exciting subject that complements the study of any other subject due to the extensive range of skills developed. These will prepare students for careers in diverse fields, including management, journalism, law, teaching and health careers, including medicine.

Drama-specific career paths can be found in the industries of theatre, film, TV, training providers, events and computer entertainment. Some of these are actors, writers, directors, producers, radio presenters, TV presenters, sound designers, advertisement voiceovers, lighting designers, newsreaders, stage managers, make-up artists, costume designers, artistic directors of theatre companies or festivals. Studying drama enables students to develop key transferable skills in written and spoken communication, alongside problem solving and teamwork skills.

# FOOD PREPARATION AND NUTRITION



**Contact: Ms Naeem**

## Course Description

Do you enjoy preparing, cooking and tasting food? Are you interested in learning about different ingredients and food products? Do you want to know where our food comes from? If so, this could be the subject for you.

This course will enable you to discover the essentials of food science, build strong and practical cookery skills and gain a good understanding of nutrition. Work in food and nutrition also provides practical opportunities to develop research, ICT, analytical, design and practical skills. Practical work plays an integral part in class work and coursework – which is a bonus!

The food preparation and nutrition GCSE is an exciting and creative course developed by OCR which focuses on knowledge and practical cooking skills. This GCSE course builds on work introduced in Key Stage 3. The course will ensure students develop an understanding of nutrition, food provenance and the working characteristics of food materials. Students will also learn about British and international culinary traditions, food security and food safety. At the heart of the qualification is a focus on developing practical cookery skills and a strong understanding of nutrition.

The specification will encourage students to develop a broad range of knowledge, understanding and technical skills related to food preparation and nutrition. The emphasis is upon enabling students to make connections between theory and practice and apply understanding of food and nutrition when preparing and cooking food. The specification will cover the following topics:

Nutrition:

- Students develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Students understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

Food: food provenance and food choice:

- Students understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.

Cooking and food preparation:

- Students demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Skill requirements: preparation and cooking techniques:

- Students demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Students will need to provide their own ingredients and will be cooking on a regular basis.

### **Assessment**

The final GCSE grade is comprised of 50% written exam and 50% non-exam assessment (formally known as controlled assessment).

The written exam is sat at the end of Year 11. It is composed of 10 questions varying in styles.

The non-exam assessment should be completed in Year 11. This will be made up of two tasks:

Task 1: The food investigation (15%)

This will be a scientific experiment. The title will be set by the exam board.

Task 2: The food preparation assessment (35%)

This task will involve planning, preparing, cooking and presenting food. Again, a title will be released by the exam board in Year 11. 70 of the 105 marks will come from preparing, cooking and presenting a menu of three dishes in a three-hour cooking exam. Students will be expected to plan in advance how this will be achieved.

Both non-exam assessments will be completed in Year 11. Deadlines will be set throughout the year to ensure these are completed by the April of Year 11.

### **Qualification Target**

The course will lead to a GCSE in food preparation and nutrition.

### **16+ Progression**

Students may wish to consider a college-based vocational course or an apprenticeship within the catering or hospitality industries.

### **Careers Information**

In addition to developing the organisational and practical skills we all need in everyday life; this subject would obviously be useful for those who want to progress to careers within the food industry. It also appeals to those who are interested in working in careers linked to food and nutrition, such as sports nutrition, health related jobs and possibly even marketing and advertising. The content of this course overlaps with some other subjects like science and PE. This could be helpful when revising for exams.

# GEOGRAPHY



**Contact: Mr Zaffar**

***‘Geography is all around us. Where we come from, what we do, what we eat, how we move about and how we shape our future are all the concern of the geographer’*** – Michael Palin, journalist, traveller, comedian, broadcaster.

## **Course Description**

Are you interested in studying geography further? You should be, because geography tackles the big issues:

- Our links with other countries
- Environmental responsibility
- Improving living standards
- Cultural understanding

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps students to prepare for those changes. The skills that geography fosters will also help in future employment. Geography encourages flexible thinking, and as it is less likely that we will spend all our lives in one job, flexible thinking is a great advantage.

GCSE geography builds on the knowledge and skills that students learn in Key Stage 3. It is an enjoyable subject where students can voice their opinions, have frequent debates on current issues and make decisions to solve local and global problems. They will have the opportunity to use ICT for internet work and map work as well as going on field trips.

We study:

- Physical geography: changing landscapes of the UK, weather hazards and climate change and ecosystems, biodiversity and management.
- Human geography: changing cities, global development and resource management.

## **Assessment**

Paper 1: Physical geography (37.5% of total mark)

Paper 2: Human geography (37.5% of total mark)

Paper 3: Fieldwork and UK challenges (25% of total mark)

## **Qualification Target**

The course will lead to a GCSE in geography.

## **16+ Progression**

Geography offers all sorts of knowledge and skills that are useful in the world of work whatever you do. You can continue to study geography at A Level and then at university.

### **Careers Information**

Geography graduates from university are among the most employable and highest paid. Possible careers include working in TV, journalism, travel agent, estate agent, surveyor, accountant, management, finance, law, geographical information systems work and much more. The skills that you learn in geography will be good for any type of job. These include working with others, debating, working alone, researching, fieldwork, ICT skills, numeracy skills, literacy skills and analysing information.



A Technical Award is a Key Stage 4 qualification to be taken alongside GCSEs. It is the same size as a GCSE and has the same value as a GCSE. It counts in the DfE performance tables and offers an equivalent level of rigour and challenge as a traditional GCSE. The Technical Awards give students insight into the professional sector and develop transferable skills that will be useful for further study whilst also recognising their achievements and efforts at all levels.

### **16+ Progression**

A Level options including health and social care, psychology, sociology and other humanities subjects (requires five 9 – 4 GCSE grades including English and maths).  
Level 3 BTEC/CTEC course (requires four 9 – 4 GCSE grades).

### **Careers Information**

Students that have completed similar courses have pursued higher education to become nurses, midwives, mental health workers, teachers and counsellors.

# HISTORY



**Contact: Mr Kamoga**

*'If you want to understand today, you have to search yesterday'* – Pearl Buck, *Civil Rights and Women's Rights Activist.*

## Course Description

Following the Edexcel History GCSE syllabus, students will study: Medicine in Britain, c. 1250 – present *and* The British Sector of the Western Front, 1914-18: Injuries, Treatment and the Trenches, Superpower Relations and the Cold War, 1941-91: Weimar and Nazi Germany, 1918-39 and Henry VIII and his Ministers 1509-40.

These options allow students to gain a wide-ranging understanding of different societies and periods in history. Students will learn how medicine progressed from operations without anaesthetics to our modern-day, high-tech world; how Hitler was able to gain power legally in Germany: the intrigues of the Tudor Court; the development of the Cold War and the ensuing tensions between the United States and the Soviet Union.

## Assessment

Paper 1: 1 hour 15-minute written examination (30% of total mark)

Paper 2: 1 hour 45-minute written examination (40% of total mark)

Paper 3: 1 hour 20-minute written examination (30% of total mark)

Examinations will be a mixture of knowledge and source-based questions.

## Qualification Target

The course will lead to a GCSE in history.

## 16+ Progression

History is an excellent choice for those wishing to stay on for further study after Year 11. It is good preparation for A Level history, sociology, geography, classical civilisation and English literature. It also provides a good background for those wishing to study the sciences as it demonstrates the ability to consider different opinions.

## Careers Information

History is a highly regarded subject by both employers and universities. It shows the ability to understand social, political, and economic issues, relate to the lives of others, analyse evidence and put forward a well-supported argument. History is very good preparation for all careers, especially in law, management, the Civil Service, local and national government, journalism and business. For those wishing to follow careers in medicine and science, the skills developed throughout the course are very useful, for example, doctors need to be able to read medical studies and journals and judge how trustworthy the information is; a skill developed in GCSE history.



Newspapers:

- We study two newspapers looking at all areas of the MTF.

Radio:

- We study two radio shows looking at industry, audiences and context.

Advertisements:

- We study three adverts looking at language, representation and context.

Music videos:

- We study two videos looking at the industry, audiences and context.

Film:

- We study two films looking at the film industry.

### **Assessment**

Paper 1: 84 marks (35%)

Paper 2: 84 marks (35%)

NEA coursework production: 60 marks (30%)

### **Qualification Target**

This course leads to a GCSE in media studies.

### **16+ Progression**

Students can go on to study either A Level media studies, or A Level film studies. The course also supports an English, business, history or psychology degree.

### **Careers Information**

An A Level will allow students to follow a wide range of courses at university, both theoretical and practical in nature. If they choose to embark on a media or film career and enter employment in that field, the practical experience they will have gained and their knowledge and familiarity with real-world production strategies will be highly valued by employers.

# MUSIC



**Contact: Miss Davies**

## Course Description

GCSE music covers performing on your chosen voice or instrument, composing and listening to a wide variety of musical styles – popular music, world music, film music and classical music. There are regular opportunities to compose your own music and perform, whilst learning about a variety of styles and types of music. The course builds on the performing, composing and listening skills developed in Key Stage 3.

You will enjoy this course if you want to study a subject that:

- Involves performing and composing music in a wide range of styles.
- Involves listening to different styles of music from throughout history.
- Gives you the opportunity to perform music with others.

## Assessment

Exam board: Edexcel Pearson

### Performing (30%)

You will perform two pieces on any instrument or voice, from any style of music. One is a solo and the other is a group (or ensemble) performance. The required standard is the equivalent of Grade 4 instrumental grade examinations. You do not need to have sat a practical exam. You do need to be at this grade at the start of this course.

This component is internally assessed and externally moderated.

### Composing (30%)

You will have to compose two pieces of music:

1. Free composition – based on a brief agreed with your teachers.
2. Set brief composition – based on a brief set by the exam board.

This component is internally assessed and externally moderated.

### Listening (40%)

You will sit a listening paper on styles of music studied during the course, from a list of set works published by the exam board. You will study eight set works from classical music, popular music, film music and world music.

## Qualification Target

This course leads to a GCSE (9 – 1) in music.

## 16+ Progression

GCSE music is good preparation for further musical study and a solid foundation for Level 3 qualifications: A Level music and BTEC music technology.

**Careers Information**

Studying music can lead to a career working in the music industry, publishing, entertainment, teaching or any job which involves communication and expressive skills. Music is highly valued by the Russell Group of top research-intensive universities, including Oxford and Cambridge.

# MUSIC TECHNOLOGY



**Contact: Miss Davies**

## Course Description

The NCFE Technical Award in music technology enables students to develop skills, knowledge and understanding of the music technology industry. It is suitable for those students who are motivated by learning through hands-on experiences. Students will gain practical skills in creating music using technology. This course does not require the ability to play a musical instrument.

You will enjoy this course if you want to study a subject that:

- Involves using software to record and create your own music.
- Offers opportunities to record using the recording studio.

## Assessment

Exam board: NCFE

### Unit 1: Using a Digital Audio Workstation (DAW)

This unit will allow students to develop skills in operating a DAW creatively using audio, MIDI, hardware and editing tools. Students will create a musical project in response to a brief, reflecting industry skills.

### Unit 2: Creating music

Students will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Students will engage in a review of technical and creative processes.

### Unit 3: Studio recording

Students will plan and undertake a recording session for a given scenario. Students will create a mixdown of their recording and review the final product.

### Unit 4: Sound creation

Students will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.

## Qualification Target

This course leads to a VERT Level 2 Technical Award in music technology. This is worth the equivalent of one GCSE qualification.

## 16+ Progression

Students who achieve this qualification would be able to progress onto further Level 3 qualifications, such as A Level music technology and BTEC Level 3 qualifications in music technology. The course may also be useful to those studying qualifications in film studies, media studies, music, computing, economics and business, science and maths.

**Careers Information**

Studying music can lead to a career working in the music industry (e.g., as a recording or sound engineer), publishing, entertainment, teaching or any job which involves communication and technical skills.

# PHYSICAL EDUCATION: GCSE



**Contact: Mr Reynolds**

As well as undertaking Core PE, which is compulsory for every student in Key Stage 4, students may choose to take GCSE PE within their options.

## **Course Description**

This award is designed for students who are serious about their sport; it is for those who enjoy and would like to know more about the theory behind sport. It is important to be aware that the majority of the assessment consists of the theoretical knowledge behind sport.

Students will be assessed on the following topics:

Component 1: The human body movement in physical activity and sport

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Component 2: Socio-cultural influences and wellbeing in physical activity in sport

Topic 1: Sport psychology

Topic 2: Socio-cultural influences of sport

Topic 3: Health, fitness, and wellbeing

Topic 4: Use of data

Component 3: Practical performance

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Physical training

Topic 4: Use of data

Written coursework:

Analysis and evaluation of practical performance

## **Assessment**

Component 1:

Examination worth 30% of the qualification

Component 2:

Examination worth 30% of the qualification

Component 3:

Practical performance worth 30% of the qualification

Written coursework worth 10% of the qualification

**16+ Progression**

GCSE PE provides a good foundation for students in post-16 education and a suitable foundation for further study within the sector through progression on to other vocational and academic qualifications, such as BTEC Level 3 qualifications in sport or sport and exercise sciences and A Level PE. The underpinning knowledge, practical and vocational skills learnt will also enhance and support progression to a relevant competency-based qualification, such as the BTC Level 3 NVQ Diploma in sports development (QCF) or leisure management (QCF). Successful students at Level 2 (GCSE) may also consider general qualifications at Level 3 (A Level and BTEC), such as a GCE in PE or leisure studies.

**Careers Information**

GCSE PE is beneficial for those wishing to enter the growing sport and leisure industry.

## ADDITIONAL SUPPORT



**Contact: Mr Sandelson**

### Learning Support

Learning Support lessons are offered to students who are taking fewer GCSE subjects. The extra time is used for additional literacy and numeracy input, to complete GCSE coursework and to develop study skills. Students may also be offered the opportunity to complete a Functional Skills English examination at Level 1 and if appropriate, will continue to Level 2 in Year 11.

## ENGLISH AS AN ADDITIONAL LANGUAGE

**Contact: Mr Ramzan**

### Course Description

This option is for students who have recently moved to the UK and are learning English as an Additional Language. You will gain further practise in reading, writing, speaking and listening.

The course will help you to develop the skills necessary for academic success in your other subjects. It is specifically designed to support the work done in GCSE English. At the end of Year 10 you will take a Functional Skills English examination at Level 1 and if appropriate, will continue to Level 2 in Year 11.

## HERITAGE LANGUAGES

**Contact: Ms Grewal**

### Course Description

We are delighted to be able to arrange for you to take a GCSE in a heritage language that you can speak, understand, read and write. Although there are no taught lessons in these subjects, you will receive a lot of guidance in examination requirements and the necessary preparation to ensure that your language and examination skills are at an appropriate level.

GCSE Heritage Languages available at Brentside:

Arabic	Polish
French	Portuguese
German	Russian
Italian	Spanish
Japanese	Turkish
Persian	Urdu

We may also be able to arrange for you to take an A Level in a heritage language. This will be considered on a case-by-case basis.

For further information, please see Ms Grewal.

# College Courses

For some students, a college place may be appropriate for one day a week in Year 10 and Year 11. This is discussed at the end of Year 9 with individual students in accordance with individual needs.

# Qualification codes & controlled assessments

Subjects	Exam Board	Specification Code	Qualification	Exams	Controlled Assessment (Provisional)
Citizenship	Pearson Edexcel	1CS0	Level 1/Level 2 GCSE (9-1) in Citizenship Studies	May 2024	None
English Language	AQA	8700	GCSE English Language	May 2024	None
English Literature	Eduqas	C720QS	GCSE (9-1) in English Literature	May 2024	None
Mathematics	Pearson Edexcel	1MA1	Level 1/Level 2 GCSE (9-1) in Mathematics	May 2024	None
Mathematics	AQA	8365	Certificate Level 2 in Further Mathematics	May 2024	None
Mathematics	AQA	5930	Entry Level Certificate	May 2024	Ongoing assessment
Religious Studies	AQA	8062	GCSE Religious Studies A	May 2024	None
Science (separate)	Pearson Edexcel	1BI0	Level 1/Level 2 GCSE (9-1) in Biology	May 2024	None
Science (separate)	Pearson Edexcel	1CH0	Level 1/Level 2 GCSE (9-1) in Chemistry	May 2024	None
Science (separate)	Pearson Edexcel	1PH0	Level 1/Level 2 GCSE (9-1) in Physics	May 2024	None
Science	Pearson Edexcel	1SC0	Level 1/Level 2 GCSE (9-1) in Combined Science	May 2024	None
Art & Design	Pearson Edexcel	1AD0	Level 1/Level 2 GCSE (9-1) in Art & Design: Art, Craft Design	None	Ongoing assessment
Textile Design	Pearson Edexcel	1TE0	Level 1/Level 2 GCSE (9-1) in Art & Design: Textile Design	None	Ongoing assessment
Graphic Communication	Pearson Edexcel	1GC0	Level 1/Level 2 GCSE (9-1) in Art & Design: Graphic Communication	None	Ongoing assessment
Fine Art	Pearson Edexcel	1FA0	Level 1/Level 2 GCSE (9-1) in Art & Design: Fine Art	None	Ongoing assessment
Photography	Pearson Edexcel	1PY0	Level 1/Level 2 GCSE (9-1) in Art & Design: Photography	None	Ongoing assessment
Three Dimensional Designs	Pearson Edexcel	1TD0	Level 1/Level 2 GCSE (9-1) in Art & Design: Three-Dimensional Design	None	Ongoing assessment
Design & Technology	AQA	8552	GCSE Design & Technology	May 2024	Ongoing assessment

Food Nutrition	OCR	J309B	GCSE (9-1) Food Preparation and Nutrition	May 2024	Varies
English as an Additional Language	Varies	Varies	GCSE or AS in a heritage language	May 2024	Varies
<b>Subjects</b>	<b>Exam Board</b>	<b>Specification Code</b>	<b>Qualification</b>	<b>Exams</b>	<b>Controlled Assessment (Provisional)</b>
EMA option	AQA	8721 8726	Functional Skills Level 1 Functional Skills Level 2 English	January, March & June 2024	None
Drama	Pearson Edexcel	1DR0	Level 1/Level2 (9-1) GCSE in Drama	Written exam May 2024. Performance March 2024	None
Geography	Pearson Edexcel	1GA0	Level 1/Level 2 (9-1) GCSE in Geography A	May 2024	None
History	Pearson Edexcel	1HI0	Level 1/Level 2 (9-1) GCSE in History	May 2024	None
Computer Science	OCR	J277	GCSE (9-1) Computer Science	May 2024	None
OCR Cambridge National In Creative iMedia	OCR	J817	Level 1/2 Cambridge National Certificate In Creative iMedia	May 2024	Ongoing assessment
French	Pearson Edexcel	1FR0	Level 1/Level2 (9-1) GCSE in French	May 2024	None
Spanish	Pearson Edexcel	1SP0	Level 1/Level2 (9-1) GCSE in Spanish	May 2024	None
Media Studies	AQA	8572	GCSE in Media Studies	May 2020	1 out of 3 units internal assessment
Music	Pearson Edexcel	1MU0	Level 1/Level2 (9-1) GCSE in Music	May 2024	Continual assessment performance and composition
Health and Social Care	Pearson Edexcel	NA	Level 1/Level2 Technical Award in Health and Social Care	January & May 2024	2 of 3 units controlled assessment
Physical Education	AQA	8582	GCSE in Physical Education	May 2024	Ongoing assessment
Music Technology	NCFE	NA	NCFE Level 2 Technical Award in Music Technology	May 2024	Ongoing assessment

# Sample Year 8 Options Form 2022

## EBacc Route

*Students will be given the appropriate options form for their pathway*

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

**CORE** All students study English, literature, mathematics, science, citizenship, core PE and religious studies.

**1. Modern Foreign Language:**

You **must** select the language you have studied in Years 7 and 8. Tick the right one below:

French	Spanish

**2. Humanities:**

Choose **ONE** of these. Tick it:

Geography	History

**3. The Arts:**

Choose **ONE** of these **plus a reserve**. **Tick your first selection** *and* also **write R** in your reserve choice (your second choice).

Art*	Drama	Music	Music Technology

\*Within Art you will work with staff from the art department to select your specialism from the following list: photography/graphic design, textiles, sculpture and fine art.

**4. Open Choice:**

Choose **ONE** of these **PLUS ONE** reserve. **Tick your first selection** *and* also **write R** in your reserve choice (your second choice).

**NB You cannot select any subject below if you have already selected it anywhere above.**

Art*	Computing	Creative iMedia	Drama	Food Technology	Geography	Health and Social Care
History	Media Studies	Music	Music Technology	Physical Education	Product Design	

Signed: \_\_\_\_\_ (student) \_\_\_\_\_ (parent/carer)

Where possible, students will be given their first choices, but they should think carefully about reserves as these may be needed. Remember that all courses offered are subject to availability of staff and group sizes.

Fill in and return to your **form tutor** by **Tuesday, 22 March 2022**

For more information, please see your Options Booklet.  
For support and guidance, speak to your tutor, SAFE Worker, or Year 8 Leader.  
Please keep a copy of your option choice

# Sample Year 8 Options Form 2022

## Supported Curriculum Route

Name:

Tutor Group:

*Students will be given the appropriate options form for their pathway*

**CORE** All students study English, literature, mathematics, science, curriculum support, citizenship, core PE and religious studies.

### Additional Support Option

You will not study a Modern Foreign Language. You will have additional classes to support you in succeeding across the Key Stage 4 curriculum. Talk to your tutor, SAFE worker or Year Leader if you would like to discuss this.

### 1. Humanities:

Choose **ONE** of these. Tick it:

Geography	History

### 2. The Arts:

Choose **ONE** of these **plus a reserve**. Tick your first selection **and** also write R in your reserve choice (your second choice).

Art*	Drama	Music	Music Technology

\* Within Art you will work with staff from the art department to select your specialism from the following list: Photography/Graphic Design, Textiles, Sculpture and Fine Art.

### 3. Open Choice:

Choose **ONE** of these **PLUS ONE** reserve. Tick your first selection **and** also write R in your reserve choice (your second choice).

**NB You cannot select any subject below if you have already selected it anywhere above.**

Art*	Computing	Drama	Media Studies	Food Technology	Creative iMedia	Health and Social Care
History	Music Technology	Music	Physical Education	Product Design	Geography	Additional Support (non-qualification)

Signed: \_\_\_\_\_ (student) \_\_\_\_\_ (parent/carer)

Where possible, students will be given their first choices, but they should think carefully about reserves as these may be needed. Remember that all courses offered are subject to availability of staff and group sizes.

Fill in and return to your **form tutor** by **Tuesday, 22 March 2022**

For more information, please see your Options Booklet.  
For support and guidance, speak to your tutor, SAFE Worker or Year 8 Leader.  
Please keep a copy of your option choice

# Contacts

Staff name	Subject/Department	Email address
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Ms Naeem	Art & Design Design Technology – Product Design Media Studies Food Preparation and Nutrition	<a href="mailto:h.naeem@brentsidehigh.ealing.sch.uk">h.naeem@brentsidehigh.ealing.sch.uk</a>
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Ms Northcott	Drama	<a href="mailto:f.northcott@brentsidehigh.ealing.sch.uk">f.northcott@brentsidehigh.ealing.sch.uk</a>
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