



Carshalton Boys  
Sports College

# KS4 Assessment Guide





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# What is our curriculum intent?

We want the young people who experience our curriculum to enjoy learning, feel confident when negotiating modern society and develop a broad intellectual understanding of the world alongside a deep, working knowledge of subject disciplines in context. When students are making decisions about the future we want our curriculum to have provided them with the necessary currency and knowledge to make positive, informed, ambitious choices: all doors should be open to them.

We want our curriculum to develop cultural and social capital and inspire in our students an understanding of the importance of kindness and effort. Our curriculum aims to realise in students the belief that they can make a difference, and give them the necessary tools to do so. Our curriculum aims to contribute, in its ethos and outcomes, to the ongoing pursuit of social justice.

# How should I use this booklet?

Included in this booklet are the details for the subjects that make up our Key Stage 4 Curriculum.

Each page includes an overview of the subject with information about the topics and skills taught, the exam board, assessment procedures and future career opportunities. Alongside this are the grade descriptors for each subject. This is to support your understanding of any reports that are sent home as they include an overview of the skills required for each grade.

You will also find useful resources to support progress through Years 9–11 on exam board websites and in specification documents. Links to these can be found in the subject specific areas of this guide.

- ¶ **Please note:** not all subjects included in this booklet are offered as an option every year.
- ¶ If you are considering studying any of these subjects in the sixth form, you should choose them at GCSE.
- ¶ If you have any queries relating to the information in this booklet, please email [contact@carshaltonboys.org](mailto:contact@carshaltonboys.org)



# Art

## Why Study Art?

The positive contribution Art and Design makes to the ethos at Carshalton Boys is evident in the large amount of art and photography proudly displayed around the school, adding to the vibrant and innovative atmosphere.

Students have the opportunity to work with a range of materials, techniques and processes such as painting on canvas, lino printing and sculpture.

Visits to art galleries and museums include the Royal Academy Summer Exhibition and The Horniman Museum.

Throughout the course students learn the principles of practical art, as well as how art has developed over time. There is an emphasis on independent learning and developing a sense of one's own artistic style.

## What Career Opportunities does Art provide?

Progression to art school, college or university.

Careers which require art and design skills include teaching, professional artist, media & advertising, book illustration, fashion and graphic design.

## Course Information

### Exam Board

AQA

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>



### How is the course assessed?

**Component One:** Personal Investigation (coursework portfolio) 60%

**Component Two:** External Practical Exam portfolio 40%

### Course Overview

The Art and Design course covers a range of topics where pupils develop practical art skills as well as learning about artists and art movements. The practical element involves students completing drawings, research, and developmental work in a range of materials.

Grade	Descriptors
<b>Grade 9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
<b>Grade 8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly</li> <li>• effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</li> <li>• record and use perceptive insights and observations with well-considered influences on ideas</li> <li>• demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>Grade 6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate coherent critical investigation and sound understanding of sources to develop ideas thoroughly</li> <li>• consistently apply a range of creative and technical skills, experimentation and innovation to develop and refine work</li> <li>• record and use considered insights and observations to purposely influence ideas demonstrate purposeful use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate competent critical investigation and understanding of sources to develop ideas coherently</li> <li>• apply a range of creative and technical skills and some experimentation and innovation to develop and refine work</li> <li>• record and use clear observations to influence ideas</li> <li>• demonstrate competent use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate adequate critical investigation and understanding of sources to develop ideas clearly apply a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li> <li>• record and use appropriate observations to influence ideas</li> <li>• demonstrate adequate use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• shows some critical investigation and understanding rather than adequate critical investigation and understanding of sources</li> <li>• demonstrates application of simple creative and technical skills, uneven experimentation and tentative innovation and refinement, rather than application of a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li> </ul>
<b>Grade 2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate limited critical investigation and understanding of sources to develop ideas simply</li> <li>• apply basic creative and technical skills with limited experimentation and innovation</li> <li>• record and use simple observations to inform ideas</li> <li>• demonstrate basic use of visual language, technique, media or contexts to realise ideas</li> </ul>
<b>Grade 1</b>	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Business Studies

## Why Study Business Studies?

Business Studies is taught through assignment-based tasks and an exam.

The course introduces the students to the key concepts of Enterprise & Marketing, focusing on research. Why do organisations carry out research? What do they do with the results?

In Key Stage 4 students gain an in-depth insight into the world of business. The students have four lessons per week and work through two assignment-based activities and an exam.

## What Career Opportunities does Business Studies provide?

Numerous career paths are associated with business studies as it is at the core of most modern organisations. Career possibilities that are associated with this course:

- Accountant
- Personnel
- Lawyer
- Teacher
- Solicitor
- Owning a business
- Management roles
- Advertising

## Course Information

### Exam Board

OCR

<https://ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>



### How is the course assessed?

The Cambridge Nationals Enterprise & Marketing Level 1/2 Technical Award consists of three units covering the following topics:

R067: Enterprise and marketing concepts is an examined unit.

R068: Design a business proposal is a controlled assessment unit.

R069: Market and pitch a business proposal is a controlled assessment unit.

### Course Overview

The Cambridge National in Enterprise and Marketing will encourage students to:

- understand and apply the fundamental principles and concepts of Enterprise and Marketing including characteristics of successful entrepreneurs, market research, financial viability, the marketing mix and factors to consider when starting up and running an enterprise
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that would be relevant to the business and enterprise sector.

This qualification will help students to develop:

- entrepreneurial skills and knowledge, which are key to the business and enterprise sector, sole trader skills and knowledge in areas such as e-marketing, creativity, pitching and cost modelling
- a full range of transferable skills including Verbal Communication/Presentation, Research, Problem Solving, Analytical Skills, Digital Presentation Planning and Creative Thinking.

Grade	Descriptors
<b>Level 2/ Distinction</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply detailed knowledge and understanding of enterprise and marketing concepts</li> <li>• present information clearly and accurately, using a wide range of terminology</li> <li>• apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively</li> <li>• analyse and evaluate the evidence available, reviewing and adapting their methods or conclusion where appropriate</li> <li>• make reasoned judgements and substantiated conclusions</li> <li>• Create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level.</li> </ul>
<b>Level 2/Pass</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply sound knowledge and understanding of enterprise and marketing concepts</li> <li>• present information clearly and with some accuracy, using a range of terminology</li> <li>• apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks</li> <li>• review evidence available, analysing and evaluating some information clearly and making some basic adaptations to their methods</li> <li>• make judgements and draw appropriate conclusions</li> <li>• Create material which reflects effective planning, development and evaluation and an ability to demonstrate sound practical skills.</li> </ul>
<b>Level 1/Pass</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• recall, select and apply knowledge and understanding of basic aspects of enterprise and marketing concepts</li> <li>• present basic information, using limited terminology</li> <li>• apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks</li> </ul>



# Citizenship

## Why Study Citizenship?

Students build on issues and topics such as democracy and politics, justice and the legal system, and rights and responsibilities that are studied as part of the Year 7 and 8 Citizenship curriculum.

The course will appeal to pupils who want a better understanding of the world around them and how their society works. It will also appeal to those who have an interest in current affairs and who enjoy investigating and debating contemporary issues.

Citizenship gives young people the opportunity to learn about how their society works and to develop the knowledge, skills and attitudes needed to play a positive role in their communities.

## What Career Opportunities does Citizenship provide?

Citizenship develops key skills valued by employers such as research, analysis, evaluation, critical thinking and communication. Citizenship provides an excellent basis for a range of jobs that require these skills and an understanding of how the world works:

- Law
- Civil Service
- Charity Sector
- Finance
- Teaching
- Marketing
- Advertising
- Pressure Groups
- Journalism and Media
- Police and Armed Forces
- Various Political Careers

## Course Information

### Course Overview

Section 1: Rights, the law and legal system

- Rights and responsibilities
- The law. The legal system

Section 2: Democracy and government

- Democracy, elections and voting
- National, devolved, regional and local government
- The constitution
- The economy
- Media and free press
- Citizen participation
- Politics beyond the UK

Section 3: UK and wider world

- Identity and diversity in the UK
- UK's relations with the wider world

Section 4: Citizenship Action

- Taking citizenship action

Grade	Descriptors
<b>Grade 9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>Grade 8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of citizenship concepts, terms and issues</li> <li>• Construct perceptive and convincing arguments that consider a variety of viewpoints and reach well-substantiated conclusions</li> <li>• Develop ambitious research enquiries that lead to a strong, evidence-based analysis of citizenship issues</li> <li>• Critically evaluate the outcomes of effective participation in citizenship action</li> </ul>
<b>Grade 7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>Grade 6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate and apply accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues</li> <li>• Construct developed arguments that consider differing viewpoints to draw evidence-based conclusions</li> <li>• Develop thorough research enquiries that lead to an evidence-based analysis of citizenship issues</li> <li>• Developed evaluation of the outcomes of participation in citizenship action</li> </ul>
<b>Grade 5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate and apply mostly accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues</li> <li>• Construct reasoned arguments that consider some differing viewpoints to draw evidence-based conclusions</li> <li>• Develop credible research enquiries that lead to an evidence-based analysis of citizenship issues</li> <li>• Evaluate the outcomes of participation in citizenship action</li> </ul>
<b>Grade 4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate and apply appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues</li> <li>• Construct arguments that consider some differing viewpoints to draw evidence-based conclusions</li> <li>• Develop research enquiries that lead to an evidence-based analysis of citizenship issues</li> <li>• Partial evaluation of the outcomes of participation in citizenship action</li> </ul>
<b>Grade 3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• Answers will show more limited knowledge and understanding of citizenship concepts, terms and issues</li> <li>• There will be more limited evidence and examples to support points made</li> <li>• Citizenship vocabulary will be described rather than explained, with limited development</li> <li>• Material presented will be partial and descriptive and applied to answering some points about the Citizenship Action.</li> <li>• Analysis/evaluation will be limited and descriptive with some focus on the outcomes of participation in the Citizenship Action</li> </ul>
<b>Grade 2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate and apply knowledge and understanding of some aspects of citizenship concepts, terms and issues</li> <li>• Produce a basic line of reasoning that demonstrates some awareness of differing viewpoints to reach a judgement, with limited reference to evidence</li> <li>• Develop basic research enquiries that lead to a straightforward consideration of citizenship issues</li> <li>• Reflect on some of the outcomes of participation in citizenship action</li> </ul>
<b>Grade 1</b>	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## Exam Board

### OCR

<https://www.ocr.org.uk/qualifications/gcse/citizenship-studies-j270-from-2016/specification-at-a-glance/>



## How is the course assessed?

Paper 1 – Sections 1-3 – 50 minutes

Paper 2 – Sections 1-4 – 1 hour 45 minutes

Paper 3 – Sections 1 & 3 – 1 hour



# Computer Science

## Why Study Computer Science ?

The aims of Computer Science are to enable learners to: understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs, think creatively, innovatively, analytically, logically and critically understand the components that make up digital systems, and how they communicate with one another and with other systems understand the impacts of digital technology to the individual and to the wider society apply mathematical skills relevant to Computer Science.

## What Career Opportunities does Computer Science provide?

Computer Science will lead to opportunities for employment in the IT Sector. e.g.

- IT support technician,
- Network manager,
- Website designer,
- Computer programmer,
- Software engineer,
- Software developer,
- App developer,
- and many more...

## Course Information

### Course Overview

The GCSE in 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.

### Exam Board OCR

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>



### How is the course assessed?

J277/01: Computer systems

J277/02: Computational thinking, algorithms and programming

Both are written exams of 1 hour 30 mins. Both are worth 50% of the total GCSE grade.

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of problem</li> <li>• develop and refine a solution that meets the requirements of a substantial problem.</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• consistently apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>• produce a solution that meets all requirements of a substantial problem</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>• produce a solution that meets most requirements of a substantial problem.</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• apply some fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>• produce a solution that meets some requirements of a substantial problem.</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• demonstrate some knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. This is not always accurate or appropriate.</li> <li>• apply some fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems with some success.</li> <li>• Candidates are likely to produce a working solution which meets a few requirements. Or a solution which meets some requirements, but may have some errors.</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to problems with limited accuracy</li> <li>• produce a partial solution that meets some requirements of a substantial problem.</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Construction

## Why Study Construction?

For the practical aspect of the course, students will have a basic introduction to Carpentry and Joinery. Students will complete various wood joints in order to construct timber frames. Students gain valuable experience in using hand tools and machines to complete the practical tasks. They will complete Electrical Installation and basic Plumbing assignments. Students must also complete an examination on health and safety in the construction industry and a unit on planning projects.

## What Career Opportunities does Construction provide?

This course gives the students an insight into practical work in the construction industry, working with their hands and applying their minds. There are many other trades which can be considered, but the course introduces other careers in the construction industry such as technical and professional roles.

## Course Information

### Exam Board

WJEC

[https://www.wjec.co.uk/qualifications/constructing-the-built-environment-level-1-2/#tab\\_overview](https://www.wjec.co.uk/qualifications/constructing-the-built-environment-level-1-2/#tab_overview)



### How is the course assessed?

WJEC Construction is assessed by the three following units.

Unit 1: Safety and Security in Construction (External written examination).

Unit 2: Practical Construction Skills

Unit 3: Planning Construction Projects

### Course Overview

The qualification has been designed to allow learners to develop knowledge, understanding and skills related to the following professions:

Trades including Bricklayers, Carpenters, Electricians etc

- Site inspectors
- Project managers
- Architects
- Quantity surveyors.

The qualification is unit-based, and each unit has been designed so that knowledge, understanding and skills are developed through tasks that have many of the characteristics of real work in the construction industry. Each unit has an applied purpose which acts as a focus for the learning in the unit. This approach is called applied learning and it enables learners to develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation.

Grade	Descriptors
<b>Level 2 / Distinction *</b>	To achieve Distinction* students' evidence will show that they have securely met all the statements within the Pass, Merit and Distinction grades, as well as achieving a Distinction in the External Examination.
<b>Level 2 / Distinction</b>	<p>To achieve a Level 2 Distinction, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Accurately interprets required technical information from more than one type of source</li> <li>• Comprehensively identifies and specifies all resources required to complete construction tasks</li> <li>• Accurately calculates all materials required to complete the construction tasks using standard conventions and processes to complete all calculations</li> <li>• All appropriate preparation tasks are completed effectively in a logical sequence</li> <li>• A range of techniques are used fluently and consistently in completion of all three specified tasks. All outcomes are within specification tolerances</li> <li>• Evaluates the quality of construction tasks completed. Judgements are reasoned and equal consideration given to specification and success criteria</li> </ul>
<b>Level 2 / Merit</b>	<p>To achieve a Level 2 Merit, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Accurately interprets a range of technical information from more than one type of source</li> <li>• Identifies and specifies, in detail, resources required to complete construction tasks</li> <li>• Calculates all materials required to complete the construction tasks. Standard conventions have been used and calculations are mainly accurate</li> <li>• All essential preparation tasks are completed in a logical sequence</li> <li>• A range of techniques are used effectively and consistently in completion of all three specified tasks. Outcomes are mainly within specification tolerances and all within acceptable tolerances</li> <li>• Evaluates the quality of construction tasks completed. Judgements show some reasoning and consideration is given to both specification and success criteria</li> </ul>
<b>Level 2 / Pass</b>	<p>To achieve a Level 2 Pass, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Interprets a range of technical information from more than one type of source</li> <li>• Plans a detailed sequence of work which meets the requirements of the sources of information.</li> <li>• The plan is mainly logical, showing knowledge of the processes to be followed and appropriate timescales.</li> <li>• Identifies, in outline, resources required to complete the construction tasks. There may be omissions or lack of detail</li> <li>• Calculates all materials required to complete the construction tasks. There are some errors present</li> <li>• Identifies the success criteria for the completion of construction tasks from explicit and implicit information provided in the brief</li> <li>• A range of preparation tasks are completed in a mainly logical sequence</li> <li>• A range of techniques are used in completion of the specified tasks. Outcomes are mainly within acceptable tolerances</li> <li>• Applies health and safety practices in completion of construction tasks independently</li> <li>• Analyses the quality of construction tasks completed</li> </ul>
<b>Level 1 / Pass</b>	<p>To achieve a Level 1 Pass, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Interprets a limited range of technical information. Evidence tends to focus on one type of source.</li> <li>• Plans an outline sequence of work which addresses the requirements of the sources of information.</li> <li>• Lists only the key resources required to complete construction tasks</li> <li>• Calculates key materials required to complete the construction tasks. There are errors present and omissions</li> <li>• Identifies the basic success criteria for the completion of construction tasks</li> <li>• A limited range of preparation tasks are completed</li> <li>• A range of techniques are used in the completion of specified tasks. Most of the tasks will be completed and some tolerances will be met</li> <li>• Applies health and safety practices under direction in completion of construction tasks</li> <li>• Describes where construction tasks meet the requirements</li> </ul>



# Creative iMedia (IT)

## Why Study Information Technology – Creative iMedia?

The Cambridge National in IT Creative iMedia\* is designed to inspire and equip students with the confidence to use IT skills that are relevant to the digital IT/media sector and more widely. They'll learn how to design, plan, create and review digital IT media products to meet client and target audience demands.

The Cambridge National in IT Creative iMedia encourages students to develop learning and practical skills that can be applied to real-life contexts and work situations.

The modules available will enable students to develop independence and confidence in using IT skills that would be relevant to the IT industry and more widely. The course also provides opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

## What Career Opportunities does Information technology – Creative iMedia provide?

Games or Graphics Designer, Website Designer or Programmer, Web analytics specialists, Social media marketing, Digital Media developer, video editor, app developer, and many more.

### Course Overview

Compulsory units:

R093: Creative iMedia in the media industry (exam)

R094: Visual Identity and Digital Graphics (coursework)

R099: Digital Games (coursework)

Students must complete three units:

- one exam unit
- two coursework units

Most of the qualification is tested by coursework that's set and marked by your child's teacher. This will be done throughout the two-year course.

So if your child enjoys creative project work, likes conducting research and developing his skills working with specialist software such as Adobe Photoshop, then they may find a Cambridge National a better option.

## Course Information

### Exam Board OCR

<https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/>



### How is the course assessed?

60% of iMedia will be practical coursework done in class across two units, such as:

- Unit 1: Creating a visual identity and digital graphics: digital graphics are a key part of most digital products and this mandatory unit will help support the other units. You will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.
- Unit 2: Creating a digital animation with sound to entertain or inform is relevant to a wide range of applications in the creative and digital media sector. In this unit you will plan, create and review animation with an audio soundtrack.

The practical units are worth 60% and 40% of the marks will come from one extra unit which is assessed by a 1 hour 30 minute written exam.

Grade	Descriptors
<b>Level 2/ Distinction</b>	<p>Learners will be able to work with confidence and independence to create materials which reflect thoughtful planning, skilled production and perceptive review. They will be able to apply knowledge, understanding and skills in a variety of contexts – exploring, and using a range of creative media techniques, identifying and selecting equipment and assets efficiently to create effective media solutions. They will be able to confidently use suitable features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work that is complete and coherent, demonstrating originality and with a depth of understanding.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>• recall a wide range of information regarding the effective use of creative media</li> <li>• perceptively evaluate the purpose and uses of creative media</li> <li>• understand and use a wide range of creative media terminology correctly</li> <li>• demonstrate, in depth research, analytical and evaluative skills</li> <li>• interpret and present information with sensitivity to needs and with a flair for effective communication</li> <li>• work independently and manage time efficiently</li> <li>• use techniques efficiently to source, select and store appropriate assets effectively, in a wide variety of contexts</li> <li>• create solutions which demonstrate detailed consideration of target audience and for a specific brief</li> <li>• confidently use and apply a wide range of techniques to create work that is fit for purpose</li> <li>• perceptively analyse problems encountered in creative media.</li> </ul>
<b>Level 2/Pass</b>	<p>Learners will be able to work with independence to create material which reflects effective planning, production and review. They will be able to apply knowledge, understanding and skills – identifying, selecting and using a range of creative media techniques, identify and select equipment and assets to produce creative media solutions. They will be able to use suitable features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work that is complete and coherent, demonstrating independence and understanding.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>• recall a range of information regarding the effective use of creative media</li> <li>• evaluate the purpose and uses of creative media</li> <li>• understand and use a range of creative media terminology correctly</li> <li>• demonstrate research, analytical and evaluative skills</li> <li>• present information with awareness of needs and communication</li> <li>• work independently and manage time efficiently</li> <li>• create solutions which demonstrate consideration of target audience and for a specific brief</li> <li>• use techniques to source, select and store appropriate assets, in a variety of contexts</li> <li>• use and apply a range of techniques to create work that is fit for purpose</li> <li>• analyse problems encountered in creative media.</li> </ul>
<b>Level 1/Pass</b>	<p>Learners will be able to show evidence of independent work to create material which has been planned, created and reviewed. They will be able to apply knowledge, understanding and skills in a limited range of contexts. They will have understanding of how to use creative media techniques and identify and select equipment and assets to produce creative media solutions. They will be able to use a limited range of features from a range of software commonly found in the workplace and in higher education appropriate to creative media. They will be able to produce work which demonstrates some evidence of independence and understanding.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> <li>• recall some information regarding the effective use of creative media</li> <li>• understand the purposes and uses of creative media</li> <li>• understand and use some creative media terminology correctly</li> <li>• demonstrate some research and evaluative skills</li> <li>• present information with an awareness of needs</li> <li>• work with guidance to given timescales</li> <li>• create solutions which demonstrate awareness of target audience and a specific brief</li> <li>• use techniques to source, select and store information</li> <li>• use and apply some techniques to create work that is suitable for a specific brief</li> <li>• demonstrate an understanding of some problems encountered in creative media.</li> </ul>



# Drama



## Why Study Drama?

We know from experience that the skills developed through Drama are transferable across the whole school curriculum and relevant in the modern workplace. Students communicate, collaborate and develop their skills in research, analytical thinking and evaluation. Drama is a powerful tool in promoting emotional intelligence in young people.

This course develops students' performance skills while developing their subject specific knowledge. Students devise drama and explore texts practically, working on two text-based performances. The course combines coursework, practical examinations and an externally set written exam. At Key Stage 5 students can choose to study A Level Drama and Theatre.

## What Career Opportunities does Drama provide?

Employers value the wide-ranging analytical, collaborative and creative skills that drama students bring to the workplace. Drama is a fundamental basis for a career in the industry, whether it is acting, directing or technical support.

## Course Information

### Exam Board

AQA:

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>



### How is the course assessed?

Component 1: Understanding Drama (40%)

Component 2: Devising Drama (40%)

Component 3: Texts in Practice (20%)

Unit 3: Planning Construction Projects

### Course Overview

Our GCSE Drama 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.

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact</li> <li>• apply theatrical skills skilfully and effectively to realise artistic intentions</li> <li>• demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively</li> <li>• produce perceptive and well-informed critical analysis and evaluation of drama seen and made</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• develop relevant and effective ideas for performance outcomes that communicate meaning(s) with confidence</li> <li>• apply appropriate and effective theatrical skills which realise artistic intentions</li> <li>• demonstrate detailed knowledge and understanding in developing and performing drama, using specialist terminology with secure understanding</li> <li>• produce comprehensive and organised analysis and evaluation of drama seen and made</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively</li> <li>• apply theatrical skills competently and coherently to realise artistic intentions</li> <li>• demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately</li> <li>• produce detailed and coherent analysis and evaluation of drama seen and made</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• develop reasonable ideas for performance outcomes that sometimes communicate meaning(s)</li> <li>• apply reasonable theatrical skills which sometimes realise artistic intentions</li> <li>• demonstrate general knowledge and understanding of developing and performing drama, sometimes using relevant specialist terminology</li> <li>• produce satisfactory but sometimes inconsistent analysis and evaluation of drama seen and made</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• both ideas for performance outcomes and theatrical skills are generally basic and display more inconsistencies</li> <li>• some knowledge and terminology are demonstrated, but work tends to be more descriptive with basic analysis and evaluation of drama seen and made</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• develop some ideas for performance outcomes that communicate straightforward meaning(s)</li> <li>• apply theatrical skills with limited effect to realise some of the artistic intentions</li> <li>• demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology</li> <li>• describe and comment simply on drama seen and made</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieve credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Engineering

## Why Study Engineering?

Engineering is a course that combines traditional and modern manufacturing techniques that involves the use of manual and machining skills. The course is delivered through practical making tasks and the investigation of the different processes involved during the manufacturing of engineered commercial products. This course allows students to develop a variety of skills and the evidence for assessment is collected through three units of knowledge that are broken down into detailed tasks that allow the learner to demonstrate understanding at the following levels: Pass, Merit and Distinction.

## What Career Opportunities does Engineering provide?

A BTEC in Engineering could inspire you to pursue a career as an Automotive, Communications, Electrical, Mechanical, Biomedical or Heating Engineer, as well as other roles within Product Design, Aerodynamics, Industrial Design, Civil Engineering and many more.

A BTEC in Engineering develops the underpinning skills and knowledge learners will need to enter many vocations within the engineering industry – or as a stepping-stone into higher education.

## Course Information

### Exam Board

Pearson

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-j823/>



### How is the course assessed?

Component 1: Exploring Engineering Sectors and Design Applications, Internally assessed 30%

Component 2: Investigating an Engineering Product, Internally assessed 30%

Component 3: Responding to an Engineering Brief, Externally assessed 40%

### Course Overview

This qualification is the same size and level as a GCSE and is aimed at everyone who would like to find out more about engineering by undertaking their own projects. On this course, you will:

- learn about the key engineering sectors – mechanics, electrical/electronic and engineering design and how they contribute to industry
- develop key engineering practical and technical skills, such as research, observation, measurement, planning, making, using CAD and disassembly
- develop key skills for employment in engineering sectors, such as problem solving, design, creativity, communication and collaboration.

Grade	Skills	Knowledge and understanding
<b>Level 2 Distinction</b>	<p>Are likely to indicate:</p> <ul style="list-style-type: none"> <li>• safety, which may include producing a suitable risk assessment</li> <li>• optimisation</li> <li>• consistency</li> <li>• effectiveness</li> <li>• efficiency</li> <li>• a logical approach</li> <li>• completion of routine and non-routine process, procedure, test or inspection</li> <li>• a fully functioning and/or complete prototype or rendered/complete drawings and sketches</li> <li>• appropriate industry standards have been met/applied</li> <li>• appropriate break-down of problems/solutions</li> <li>• rectification of faults or issues</li> <li>• the operation and performance of circuits accurately and makes comparisons, through simulation, calculation and/or testing of physical prototypes</li> <li>• improved performance and/or the ability to recommend further improvement</li> <li>• consideration of alternatives</li> <li>• products/prototypes that fully meet the client brief or specification</li> <li>• a range of appropriate commands/ constructs have been used effectively</li> <li>• consideration of user-friendliness</li> <li>• independence to set-up/maintain equipment</li> <li>• refinement to set-up and/or adjust process parameters during use</li> <li>• consistent professional behaviour</li> </ul>	<p>Are likely to indicate:</p> <ul style="list-style-type: none"> <li>• evaluation</li> <li>• critical analysis</li> <li>• accurate routine and accurate non-routine problem solving</li> <li>• calculation/ solutions using the correct methods</li> <li>• appropriate break-down of problems/solutions</li> <li>• accuracy</li> <li>• justification</li> <li>• logical chains of reasoning/ approaches</li> <li>• comprehensive responses</li> <li>• reasoned alternatives e.g. solutions or materials</li> <li>• conciseness</li> </ul>
<b>Level 3 Merit</b>	<p>Are likely to indicate:</p> <ul style="list-style-type: none"> <li>• safety, which may include producing a suitable risk assessment</li> <li>• effectiveness</li> <li>• adequate detail</li> <li>• coherence</li> <li>• accuracy</li> <li>• a logical approach</li> <li>• efficiency</li> <li>• completion of routine and non-routine process, procedure, test or inspection</li> <li>• a functioning and/or complete prototype or rendered/complete drawings and sketches</li> <li>• appropriate industry standards have been met/applied</li> <li>• rectification of faults or issues</li> <li>• some break-down of problems / solutions</li> <li>• the operation of circuits accurately, through simulation, calculation and/or testing of physical prototypes</li> <li>• consideration of alternatives</li> <li>• products/prototypes that meet the client brief or specification</li> <li>• a range of appropriate commands/ constructs have been used</li> <li>• consideration of user-friendliness</li> <li>• limited help to set-up/maintain equipment</li> <li>• appropriate set-up and/or process parameters applied</li> <li>• the ability to recommend improvements</li> <li>• professional behaviour</li> </ul>	<p>Are likely to indicate:</p> <ul style="list-style-type: none"> <li>• explanation</li> <li>• assessment</li> <li>• analysis</li> <li>• accuracy</li> <li>• comparison</li> <li>• justification</li> <li>• discussion</li> <li>• a consideration of alternatives (e.g. solutions)</li> <li>• a logical approach</li> <li>• appropriate detail</li> <li>• calculation/ solutions using correct methods</li> <li>• accurate routine problem solving and non-routine problem solving, which may contain minor errors</li> <li>• some break-down of problems / solutions</li> </ul>
<b>Level 2 Pass</b>	<p>Are likely to indicate:</p> <ul style="list-style-type: none"> <li>• safety, which may include producing a suitable risk assessment</li> <li>• adequate selection</li> <li>• completion of routine process, procedure, test or inspection</li> <li>• a partially functioning and/or complete prototype or a partially rendered/complete drawings and sketches</li> <li>• identification of faults or issues</li> <li>• minor errors, omissions, or technical inaccuracies</li> <li>• the operation of circuits adequately, through simulation, calculation and/or testing physical prototypes</li> <li>• products/prototypes that may not fully meet the client brief or specification</li> <li>• basic commands/ constructs have been used</li> <li>• some appropriate industry standards have been met/applied</li> <li>• some help to set-up/maintain equipment</li> <li>• responsibility for self, e.g. appropriate time management</li> </ul>	<p>Are likely to indicate:</p> <ul style="list-style-type: none"> <li>• description</li> <li>• explanation</li> <li>• outline / basic</li> <li>• identification</li> <li>• adequate measurement</li> <li>• calculation/solution using correct methods</li> <li>• adequate selection</li> <li>• accurate routine problem solving</li> <li>• minor errors, omissions, or technical inaccuracies</li> <li>• interpretation</li> </ul>



EN

# English Language

All students will study this subject

## Why Study English Language?

English at CBSC is an exciting, engaging and entertaining subject that is an integral part of the curriculum. Students are taught in ability sets that allow the lessons to be personalised and differentiated to meet the individual needs of the students. The curriculum covers a wide range of topics focusing on a variety of fiction and non-fiction texts and developing the students as successful readers and writers. In Key Stage 4 all students will work towards two GCSEs: English Language and English Literature.

## What Career Opportunities does English Language provide?

The possibilities for students who achieve good GCSEs in English are endless!

## Course Information

### Exam Board

AQA

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>



### How is the course assessed?

English Language is assessed by two examinations:

- Explorations in Creative Reading and Writing – 1 hour and 45 mins – 50%
- Writers' Viewpoints and Perspectives – 1 hour and 45 mins – 50%

### Course Overview

Students will study a range of texts, both fiction and non-fiction exploring how writers create meaning and use language for effect. There is also the opportunity for some creative writing. Students will develop their confidence as speakers through an internally assessed speaking activity.

The exam includes exploration of non-fiction texts and the techniques used to present them, such as presentation and language features. Students are also required to complete a piece of extended writing, putting these techniques into practice.

Grade	Descriptors	
<b>Grade 9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.	
<b>Grade 8</b>	<p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and critically evaluate with detailed and perceptive understanding</li> <li>• understand and respond with insight to explicit and implicit meanings and viewpoints</li> <li>• analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure</li> <li>• substantiate their understanding and opinions with illuminating references to texts and contexts</li> <li>• make convincing and apt links and comparisons within and between texts.</li> </ul>	<p>Writing</p> <p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate with impact and influence</li> <li>• produce ambitious, accomplished and effectively-structured texts</li> <li>• use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact</li> <li>• spell, punctuate and use grammar accurately so that writing is virtually error-free.</li> </ul>
<b>Grade 7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.	
<b>Grade 6</b>	<p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and confidently evaluate with clear and some detailed understanding</li> <li>• understand and respond effectively to explicit and implicit meanings and viewpoints</li> <li>• analyse and confidently evaluate aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with well-selected references to texts and contexts</li> <li>• Make secure links and comparisons between texts.</li> </ul>	<p>Writing</p> <p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate confidently with impact on the reader</li> <li>• produce confident, well-structured and purposeful texts</li> <li>• use a range of sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• spell, punctuate and use grammar accurately with occasional errors on more complex elements.</li> </ul>
<b>Grade 5</b>	<p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and evaluate with accuracy and clear understanding</li> <li>• understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>• analyse and evaluate relevant aspects of language, grammar and structure</li> <li>• support their understanding and opinions with apt references to texts, informed by their wider reading</li> <li>• make credible links and comparisons between texts.</li> </ul>	<p>Writing</p> <p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate effectively, sustaining the reader's interest</li> <li>• produce coherent, well-structured and purposeful texts</li> <li>• vary sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• spell, punctuate and use grammar accurately with occasional errors.</li> </ul>
<b>Grade 4</b>	<p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and evaluate the main points with accuracy and understanding</li> <li>• understand and respond to explicit meanings and viewpoints. Responses to implicit meanings may be inconsistent.</li> <li>• explain relevant aspects of language and structure</li> <li>• support their comments and opinions with relevant references to texts</li> <li>• make explicit links between texts and develop points of comparison.</li> </ul>	<p>Writing</p> <p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate clearly to engage the reader's interest</li> <li>• produce texts with a clear overall structure and understanding of purpose</li> <li>• vary sentence types and structures and use vocabulary for some purpose and effect</li> <li>• spell, punctuate and use grammar accurately overall, with some errors.</li> </ul>
<b>Grade 3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <p>Critical reading and comprehension</p> <ul style="list-style-type: none"> <li>• the work generally shows less confidence and less understanding of the texts</li> <li>• there will be straightforward responses to explicit information and viewpoints.</li> <li>• links and comparisons between texts will be clear but not developed</li> <li>• work will start to support comments and opinions with some textual references but these may not be the most appropriate</li> <li>• comments on language and structure will offer explanation rather than analysis</li> <li>• comments on the text and the impact on the reader will often be generic.</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>• some attempt to engage with the task and the reader</li> <li>• use of structure and understanding of purpose is insecure</li> <li>• writing will have some varied sentence types and structures but with limited awareness of purpose and effect</li> <li>• there will be some accuracy in spelling and the use of punctuation and grammar but errors will be more frequent</li> </ul>
<b>Grade 2</b>	<p>Critical reading and comprehension</p> <p>In relation to a range of texts, to achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• describe and summarise with some accuracy and understanding</li> <li>• respond in a straightforward way to most explicit information and viewpoints</li> <li>• make some relevant comments about language and structure</li> <li>• support their comments and opinions with some general references</li> <li>• make straightforward links between texts.</li> </ul>	<p>Writing</p> <p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate simply with some clarity for the reader</li> <li>• produce texts with basic structures and some awareness of purpose</li> <li>• show some control over sentence type and structure and use familiar vocabulary to some effect</li> <li>• spell, punctuate and use grammar with limited accuracy.</li> </ul>
<b>Grade 1</b>	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).	



# English Literature

All students will study this subject



## Why Study English Literature?

At Key Stage 4, the explicit focus of English Literature allows students to build on their Key Stage 3 learning and begin to write more knowledgeably and persuasively on the set texts, whilst reflecting on the wider world around them. Diving into a wide range of texts, English Literature enables students to develop their analytical and contextual skills; at the same time, it will open many doors to brilliant writing from across history and the globe.

## What Career Opportunities does English Literature provide?

The possibilities for students who achieve good GCSEs in English are endless!

## Course Information

### Exam Board

AQA

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>



### How is the course assessed?

English Literature is assessed by two examinations:

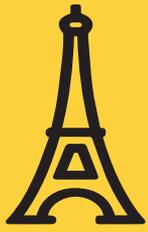
Shakespeare and the 19th Century Novel – 1 hour and 45 mins – 40%

Modern Texts and Poetry – 2 hours and 15 mins – 60%

### Course Overview

Texts studied include *An Inspector Calls*, *A Christmas Carol*, *Macbeth*, Power & Conflict Poetry and Unseen Poetry.

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• sustain a convincing, informed personal response to explicit and implicit meanings of texts</li> <li>• sustain a perceptive critical analysis of the ways in which writers use language, form and structure</li> <li>• use judicious and well-integrated textual references to develop personal responses</li> <li>• show perceptive understanding of how contexts shape texts and responses to texts</li> <li>• make illuminating comparisons between texts</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop a cogent and detailed personal response to explicit and implicit meanings of texts</li> <li>• analyse in some detail the ways in which writers use language, form and structure</li> <li>• use relevant and well-selected textual references to support responses</li> <li>• show clear understanding of contexts to inform responses to texts</li> <li>• make developed comparisons between texts</li> </ul>
Grade 5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop a generally coherent and engaged response to explicit and implicit meanings of texts</li> <li>• develop a clear understanding of the ways in which writers use language, form and structure</li> <li>• use apt textual references to support responses</li> <li>• use understanding of contexts to inform responses to texts</li> <li>• make credible comparisons between texts</li> </ul>
Grade 4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop a reasonable personal response showing understanding of texts</li> <li>• develop a reasonable understanding of the ways in which writers use language, form and structure</li> <li>• use some textual references to support responses</li> <li>• explain some relevant understanding of contexts to inform responses to texts</li> <li>• make obvious, relevant comparisons between texts</li> </ul>
Grade 3	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• work is less detailed and offers less explanation of ideas</li> <li>• work is generally less developed</li> <li>• ideas have similar security, but offer a degree of development that makes those ideas less reasonable.</li> <li>• work generally shows less confidence and less understanding of the texts</li> </ul>
Grade 2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• make straightforward comments about explicit meanings of texts</li> <li>• describe straightforward aspects of language, form or structure</li> <li>• make general references to obvious details of texts</li> <li>• show awareness that texts are related to contexts</li> <li>• make basic links between texts</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# French

## Why Study French?

As the trading language of Europe, with 76 million native speakers, French is one of the most widely spoken languages in the world, and at CBSC we recognise that languages are an essential life skill in today's global society. We are passionate about the benefits that learning a language can bring and as such we want our students to develop their language skills to their full potential, equipping them with the knowledge to communicate with confidence so they can take place in the global arena. Our aim is for our students to be able to work, travel, collaborate and communicate with other cultures and develop skills such as problem-solving and cultural agility. This is what employers desire.

The course builds on what students have learned in Years 7 and 8, developing the core skills of listening, reading, speaking and writing the language within different contexts.

A modern foreign language is a compulsory subject for the majority of students at Key Stage 4.

## Course Information

### Exam Board AQA

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance>



### How is the course assessed?

The four skills are assessed in four exams with equal weightings;  
Listening 25% Speaking 25% Reading 25% Writing 25%

### Course Overview

The curriculum covers a broad range of topics which fall under the following themes, on which assessments are based:

Theme 1: People and lifestyles

Theme 2: Popular culture

Theme 3: Communication and the world around us

## What Career Opportunities does French provide?

A Modern Foreign Language qualification is a significant plus to any CV and is seen extremely favourably by employers and universities in a global world where 75% of the world's population do not speak English. A language is useful for any career path and possible jobs include: web developer; fashion buyer; journalist, software consultant, global marketing director; retail manager; flight attendant, doctor; international banker; lawyer and international correspondent. The list is endless, and as global citizens the demand for people who speak other languages continues to grow. Studying another language also develops the following skills which employers seek in their employees: resilience, problem-solving, adaptability, risk-taking, attention to detail and empathy and diversity awareness. With another language under your belt, you are hugely marketable in our multi-cultural, global society.



# Spanish



## Why Study Spanish?

With 493 million native speakers and the official language of 21 countries, Spanish is the second most widely-spoken first language in the world, and at CBSC we recognise that languages are an essential life skill in today's global society. We are passionate about the benefits that learning a language can bring and as such we want our students to develop their language skills to their full potential, equipping them with the knowledge to communicate with confidence so they can take place in the global arena. Our aim is for our students to be able to work, travel, collaborate and communicate with other cultures and develop skills such as problem-solving and cultural agility. This is what employers want. The course builds on what students have learned in Years 7 and 8, developing the core skills of listening, reading, speaking and writing the language within different contexts.

A modern foreign language is a compulsory subject for the majority of students at Key Stage 4.

## What Career Opportunities does Spanish provide?

A Modern Foreign Language qualification is a significant plus to any CV and is seen extremely favourably by employers and universities in a global world where 75% of the world's population speaks no English at all. A language is useful for any career path and possible jobs include: web developer, fashion buyer, journalist, software consultant, global marketing director, retail manager, flight attendant, doctor, international banker, lawyer and international correspondent. The list is endless, and as global citizens the demand for people who speak other languages continues to grow. Studying another language also develops the following skills which employers seek in their employees: resilience, problem-solving, adaptability, risk taking, attention to detail and empathy and diversity awareness. With another language under your belt, you are hugely marketable in our multi-cultural, global society.

## Course Information

### Exam Board

AQA

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>



### How is the course assessed?

The four skills are assessed in four exams with equal weightings;  
Listening 25% Speaking 25% Reading 25% Writing 25%

### Course Overview

The curriculum covers a broad range of topics which fall under the following themes, on which assessments are based:

Theme 1: People and lifestyles

Theme 2: Popular culture

Theme 3: Communication and the world around us

# MFL – Listening

Grade	Descriptors - Listening
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>respond to/understand spoken language including more complex and extended passages.</li> <li>extract information, identify opinions, draw conclusions, infer meaning.</li> <li>respond to a range of passages including authentic material.</li> <li>respond to passages which include more complex language and less familiar vocabulary from the Higher level grammar and vocabulary lists</li> <li>transcribe short sentences in Spanish with very high accuracy, including some outside the prescribed vocabulary list.</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However; their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>respond to/understand spoken language including some more extended passages.</li> <li>identify overall messages, key points, details and opinions with reasons.</li> <li>respond to a range of passages in familiar contexts and some less familiar contexts.</li> <li>respond to passages which include some complex language and some less familiar vocabulary from the Higher level grammar and vocabulary lists.</li> <li>transcribe short sentences in Spanish with very good accuracy, including some outside the prescribed vocabulary list.</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>respond to/understand spoken language including some more extended passage.</li> <li>identify overall messages, key points and some details and opinions.</li> <li>respond to a range of passages in familiar contexts.</li> <li>respond to passages which include language structures and familiar vocabulary from the Foundation level grammar and vocabulary lists.</li> <li>transcribe short sentences in Spanish with good accuracy, including some outside the prescribed vocabulary list.</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>respond to/understand longer passages of continuous spoken language.</li> <li>identify key points, some details and opinions.</li> <li>respond to a range of passages in familiar contexts.</li> <li>respond to passages which include language structures and familiar vocabulary from the Foundation level grammar and vocabulary lists.</li> <li>transcribe short sentences in Spanish with some accuracy, including some outside the prescribed vocabulary list.</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>candidates will show understanding of shorter passages of continuous spoken language. These passages will contain straightforward language structures and familiar vocabulary.</li> <li>candidates will be able to identify key points, some details, and simple opinions.</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>identify key points and simple opinions in short spoken phrases/sentences.</li> <li>pick out some details.</li> <li>respond to passages in very familiar contexts.</li> <li>respond to passages of straightforward, basic, familiar language and common, familiar vocabulary from the Foundation level grammar and vocabulary lists.</li> <li>transcribe short sentences in Spanish with limited accuracy, including some outside the prescribed vocabulary list.</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

# MFL – Reading

Grade	Descriptors - Reading
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• respond to/understand written language including more complex and extended texts.</li> <li>• extract information, identify opinions, draw conclusions, and infer meaning.</li> <li>• respond to a range of texts including authentic material, suitably adapted and abridged.</li> <li>• respond to texts which include more complex language and less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• respond to/understand written language including some more extended texts.</li> <li>• identify overall messages, key points, details, and opinions with reasons.</li> <li>• respond to a range of texts in familiar contexts and some less-familiar contexts.</li> <li>• respond to texts which include some complex language and some less familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• respond to/understand written language including some more extended texts.</li> <li>• identify overall messages, key points and some details and opinions.</li> <li>• respond to a range of texts in familiar contexts.</li> <li>• respond to texts which include common language structures and familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of common language structures with very few omissions or inaccuracies.</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• respond to/understand longer texts of continuous written language.</li> <li>• identify key points, some details, and opinions.</li> <li>• respond to a range of texts in familiar contexts.</li> <li>• respond to texts which include common language structures and familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies.</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• candidates will show understanding of shorter texts of continuous written language. These texts will contain straightforward language structures and familiar vocabulary.</li> <li>• Candidates will be able to identify key points, some details, and simple opinions.</li> <li>• Translations into English will have frequent omissions and inaccuracies.</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• identify key points and simple opinions in short written phrases/sentences.</li> <li>• pick out some details.</li> <li>• respond to texts in very familiar contexts.</li> <li>• respond to texts of straightforward, basic language structures and familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of common language structures, but with limited success.</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

# MFL-Writing

Grade	Descriptors - Writing
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• write coherent, extended texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with little ambiguity.</li> <li>• regularly use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li> <li>• produce writing which is mostly accurate even when using more complex linguistic structures.</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• write longer coherent texts on a range of topics.</li> <li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with some ambiguity.</li> <li>• occasionally use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li> <li>• translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li> <li>• produce writing which is mostly accurate with lapses when using more complex linguistic structures..</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• write longer texts on a range of familiar topics.</li> <li>• use common, familiar language to narrate events, present facts and express ideas and opinions with minimal ambiguity.</li> <li>• use a range of common vocabulary and linguistic structures with the occasional more complex linguistic structure as indicated in the specification.</li> <li>• translate sentences containing a range of common linguistic structures with few lapses in clarity.</li> <li>• produce writing which is mostly accurate when using familiar language but with frequent lapses when using more complex linguistic structures.</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• write short texts on a range of familiar topics.</li> <li>• use common, familiar language to narrate events, present facts and express ideas and opinions with some ambiguity.</li> <li>• use a range of common vocabulary.</li> <li>• translate sentences containing a range of common linguistic structures with some lapses in clarity.</li> <li>• produce writing which is normally accurate when using familiar language.</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• candidates will use a range of common, familiar language with more frequent ambiguity.</li> <li>• In the translation there will be more frequent lapses of clarity and omissions.</li> <li>• Writing will sometimes be accurate.</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• write short sentences on a range of familiar topics.</li> <li>• use a limited range of common, familiar language to present simple facts, ideas, and points of view.</li> <li>• use a limited range of common vocabulary.</li> <li>• translate individual words or some simple short phrases in sentences containing a range of common linguistic structures.</li> <li>• produce writing which is sometimes accurate when using familiar language.</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).





# Geography

## Why Study Geography?

Geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. This course will deepen understanding of geographical processes, illuminate the impact of change and the complex people–environment interactions, highlight the dynamic links and inter-relationships between places and environments at different scales, and develops students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## What Career Opportunities does Geography provide?

Employers value the wide-ranging computer, research, and analytical skills that geography students bring to work as employees.

## Course Information

### Exam Board

Pearson/ Edexcel – Specification A

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>



### How is the course assessed?

Paper 1 – The Physical Environment – 1 hour 30 minutes

Paper 2 – The Human Environment – 1 hour 30 minutes

Paper 3 – Geographical Investigations: Fieldwork and UK Challenges – 1 hour 30 minutes

Paper 1 and Paper 2 are weighted at 37.5% each and Paper 3 is weighted 25% of the overall mark

### Course Overview

- Unit 1 – The Physical Environment
  - Geology of UK
  - Coastal Landscapes & Processes
  - River Landscapes & Processes
  - Weather Hazards & Climate Change
  - Ecosystems, Biodiversity & Management
- Unit 2 – The Human Environment
  - Changing Cities
  - Global Development
  - Resource Management & Energy Management
- Unit 3 – Geographical Investigations
  - Physical Environments (rivers) – based on unseen fieldwork (2022 only)
  - Human Environments (urban) – based on unseen fieldwork (2022 only)
  - UK Challenges

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct sustained and convincing arguments to draw well-evidenced conclusions.</li> <li>• Use and evaluate a wide range of geographical skills and techniques effectively.</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate relevant and broad knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate strong understanding of some complex interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct convincing arguments with occasional complexities to reach reasoned judgements with some substantiation.</li> <li>• Use a range of geographical skills and techniques effectively with some evaluation.</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct coherent arguments to draw conclusions supported by evidence.</li> <li>• Use a range of geographical skills and techniques accurately, showing understanding of their purpose.</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate some accurate and appropriate knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate some understanding of interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct some coherent arguments to draw conclusions supported by evidence.</li> <li>• Use a basic range of geographical skills and techniques with some accuracy, showing some understanding of their purpose.</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• Demonstrate geographical knowledge and understanding with more gaps and inaccuracies; language is generally basic, but some geographical terms are used.</li> <li>• Offer some understanding of interactions and relationships between people and the environmental, and this will vary in depth.</li> <li>• Construct simple conclusions, with some brief evidential support.</li> <li>• Use a basic range of geographical skills and techniques with some accuracy and limited understanding of their purpose.</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate limited knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Make straightforward comments with some reference to evidence.</li> <li>• Use some basic geographical skills and techniques with limited accuracy.</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# History

## Why Study History?

History is the one of the oldest subjects and has been studied as far back as the Ancient Greeks. Despite being focussed solely on the past, History is the only subject that is guaranteed to increase as we progress into the future. Its study is therefore more relevant than ever. It will aid any student in their understanding of the world we live in, as well as the current affairs of today and tomorrow.

History is a unique qualification and therefore one that is desired by many employees and higher education institutions. Viewed as a traditionally-academic subject, it is one of the English Baccalaureate pathways. If you are considering taking the subject then you must have a keen interest in the past as well as the ability to translate your views into writing. History is a vast subject and it is not possible to cover everything.

## What Career Opportunities does History provide?

A GCSE in History continues to be viewed favourably by employers and universities and the many skills history students learn, prepare them for an almost endless array of career opportunities. GCSE History can lead to careers as diverse as law, business, journalism, public service, even medicine. This is because history gives us tools for analysing and explaining problems in the past which is an essential tool for problem-solving in the present and future. Any career that rewards clear thinking, good writing, articulate speaking, and the ability to ask and answer complicated questions about how the world works, would look favourably on a GCSE in History.

## Course Information

### Exam Board

Pearson Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



### How is the course assessed?

100% exam. 3 papers, 4 separate exams.

### Course Overview

Paper 1: Warfare and British Society c.1250–The Present Day

Paper 2: Saxon and Norman England 1060–1088; Superpower Relations and the Cold War 1941–1991

Paper 3: Weimar and Nazi Germany 1918–1939

Grade	Descriptors
<b>Grade 9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>Grade 8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics.</li> <li>• Construct a convincing line of reasoning in relation to relevant second order concepts and reach reasoned, and substantiated judgements.</li> <li>• Critically analyse and evaluate, to reach reasoned, and substantiated judgements of: <ul style="list-style-type: none"> <li>• A range of sources, in context, to investigate historical issues</li> <li>• Interpretations and why they may differ.</li> </ul> </li> </ul>
<b>Grade 7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>Grade 6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate relevant and broad knowledge, using first order concepts, combined with a good understanding of key features and characteristics.</li> <li>• Construct a generally consistent line of reasoning in relation to second order concepts and reach reasoned judgements with some substantiation.</li> <li>• Analyse and evaluate, to reach reasoned judgements with some substantiation of: <ul style="list-style-type: none"> <li>• A range of sources, in context, to investigate historical issues</li> <li>• Interpretations and why they may differ.</li> </ul> </li> </ul>
<b>Grade 5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics.</li> <li>• Construct a coherent line of reasoning in relation to second order concepts and reach reasoned judgements.</li> <li>• Analyse and provide some evaluation, to reach reasoned judgements, of: <ul style="list-style-type: none"> <li>• A range of sources, in context, to investigate historical issues</li> <li>• Interpretations and why they may differ.</li> </ul> </li> </ul>
<b>Grade 4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with some understanding of key features and characteristics.</li> <li>• Construct a line of reasoning in relation to second order concepts and offers an asserted judgement.</li> <li>• Analyse and provide limited evaluation, to offer simple judgements, of: <ul style="list-style-type: none"> <li>• A range of sources, in context, to investigate historical issues</li> <li>• Interpretations and why they may differ.</li> </ul> </li> </ul>
<b>Grade 3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• Historical knowledge is less secure, with gaps and inaccuracies.</li> <li>• Historical terms are used with limited appropriateness.</li> <li>• Some points of reasoning are offered.</li> <li>• Judgements are only briefly asserted</li> <li>• Limited analysis and simple conclusions are offered of sources to provide some investigation of historical issues, and of interpretations to identify similarities and differences.</li> </ul>
<b>Grade 2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics.</li> <li>• Construct a basic line of reasoning with some reference to second order concepts</li> <li>• Comprehend to draw simple conclusions: <ul style="list-style-type: none"> <li>• Sources to provide some investigation of historical issues</li> <li>• Interpretations to identify similarities and differences.</li> </ul> </li> </ul>
<b>Grade 1</b>	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Hospitality & Catering

## Why Study Hospitality and Catering ?

'Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.'

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food. Students will develop their knowledge and understanding of food hygiene and safety, the hospitality industry, diet, health and nutrition, functions of foods and ingredients and practical cookery skills.

## What Career Opportunities does Hospitality and Catering provide?

Possible career paths within the food industry; product development, food scientist, food photographer, marketing, dietician, chef, nursing, health and social care, teaching and hospitality.

Possible university and college courses: A-level courses, Level 2/3 courses in Hospitality and Catering. Degree level related courses in Food Science, Teaching, Food Industry, Hospitality, Health and Social Care.

## Course Information

### Exam Board WJEC

[https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab\\_overview](https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview)



### How is the course assessed?

One written unit of controlled assessment – Hospitality and catering in action 60%.

One written exam of one and twenty minutes – The hospitality and catering industry 40%

A balance of practical cooking and written work. Usually one practical lesson, one theory lesson and one course-work/ICT lesson each week.

### Course Overview

The Food Studies curriculum in KS4 is aimed at developing pupils so that they become inquisitive and creative citizens capable of being able to cook and apply principles of nutrition and healthy eating. The curriculum should develop an awareness and clear understanding of a range of ingredients, practical skills and kitchen equipment, all crucial life skills. We use a hands on practical approach to learn in an environment that enables opportunities for experiential learning that provides access to a wide range of skills. This allows pupils to succeed in creating a range of dishes, developing confidence in a kitchen environment and using a variety of utensils and electrical equipment.

Grade	Descriptors
<b>Unit 1 The Hospitality and Catering Industry (40%)</b>	Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market.
<b>Level 2 Distinction</b>	Can recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They apply relevant knowledge and understanding in a range of situations with an understanding of the implications of factors affecting success in hospitality and catering. They demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.
<b>Level 2 Merit</b>	Can recall, select and communicate good knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating the information clearly, and with accuracy. They apply suitable and largely relevant knowledge and understanding in a range of situations with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering operations.
<b>Level 2 Pass</b>	Can recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They apply suitable knowledge and understanding in a range of situations with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering operations.
<b>Level 1 Pass to Level 1 Distinction</b>	Can recall, select and communicate knowledge and understanding of basic aspects of the hospitality sector. They apply basic knowledge and understanding, with an awareness of factors that affect success in hospitality and catering. They demonstrate basic skills in processing hospitality and catering operations.

Grade	Descriptors
<b>Unit 2 Hospitality and Catering in Action (60%)</b>	Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations.
<b>Level 2 Distinction</b>	<ul style="list-style-type: none"> <li>Describe <b>clearly</b> functions of a <b>range</b> of nutrients in the human body</li> <li><b>Compare</b> nutritional needs of <b>two</b> specific group giving <b>clear</b> and in <b>depth</b> reasons for similarities and differences</li> <li><b>Explains</b> with <b>clear reasoning</b> characteristics of unsatisfactory intake of a <b>range</b> of nutrients</li> <li><b>Explains</b> factors to consider when proposing dishes for menus</li> <li><b>Explains</b> how menu dishes meet needs of specific customers</li> <li>Explanations are <b>comprehensive</b> and <b>credible</b></li> <li>Plan is <b>comprehensive</b> and <b>detailed</b>, incorporating well considered contingencies for most situations</li> <li>Dishes presented using a range of techniques with precision</li> <li>Quality of dishes exceeds all minimum standards for appearance, smell and taste.</li> <li>Consideration to food safety</li> <li>Worked Independently</li> <li>Consideration to food safety throughout</li> </ul>
<b>L2 Merit</b>	<ul style="list-style-type: none"> <li>Describe clearly functions of a range of nutrients in the human body</li> <li>Compare nutritional needs of two specific groups giving clear reasons for similarities and differences</li> <li>Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients</li> <li>Explains factors to consider when proposing dishes for menus</li> <li>Explains how menu dishes meet needs of specific customers</li> <li>Explanations are comprehensive and credible</li> <li>Plan does not require changes to achieve planned outcome, but would benefit from minor amendments</li> <li>Dishes presented using a range of techniques with some precision</li> <li>Quality of dishes exceeds some minimum standards for appearance, smell and taste.</li> <li>Consideration to food safety throughout</li> </ul>
<b>L2 Pass</b>	<ul style="list-style-type: none"> <li>Describe functions of a range of nutrients in the human body</li> <li>Compare nutritional needs of two specific groups giving some reasons for similarities and differences</li> <li>Explains characteristics of unsatisfactory nutritional intake</li> <li>Explains how a range of food production methods impact on nutritional value</li> <li>Explains factors to consider when proposing dishes for menus</li> <li>Explains how dishes on a menu address environmental issues</li> <li>Explains how menu dishes meet the needs of specific customers</li> <li>Plan has some detail and is mainly appropriate but may have some omissions and errors that may require amendment</li> <li>A range of techniques used 3+</li> <li>Skills may be demonstrated with some precision</li> <li>Consideration to food safety given throughout</li> </ul>
<b>Level 1 Pass to Level 1 Distinction</b>	<ul style="list-style-type: none"> <li>Outline the functions of a limited range of nutrients in the human body</li> <li>Outline nutritional needs of two specific groups</li> <li>Outlines key characteristics of unsatisfactory nutritional intake</li> <li>Outlines how cooking methods impact on nutritional value</li> <li>Outlines factors to consider when proposing dishes for menus</li> <li>Outlines how dishes on a menu address environmental issues</li> <li>Outlines how menu dishes meet customer needs in general terms</li> <li>Plan outlines key actions required with some omissions and errors that require amendment</li> <li>A number of cooking techniques are used 2+</li> <li>Skills may demonstrate limited precision and require additional time to meet minimum requirements</li> <li>Some consideration to food safety</li> </ul>


$$1+2=$$

# Mathematics

All students will study this subject

## Why Study Mathematics?

Mathematics is taught as a discrete subject throughout the school. All students at Key Stages 3 and 4 have between three and four hours of maths per week.

Our GCSE course starts in Year 9, and we follow a linear syllabus. In Year 11 those pupils in the top set have the opportunity to study Further Mathematics GCSE as well.

## What Career Opportunities does Mathematics provide?

Maths opens up the doors to almost every career you can think of. A good mathematician's abilities to think clearly, and logically, and to analyse, interpret and present data are highly sought after in nearly every field of business, medicine, science, design and the arts.

## Course Information

### Exam Board

Edexcel linear syllabus

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



### How is the course assessed?

Pupils study a variety of learning objectives and projects based around the five key areas of maths: number, algebra, ratio proportion and rates of change, geometry and measures, probability and statistics. All of these incorporate the use and application of mathematical ideas.

### Course Overview

Paper 1 – Non-Calculator – 1 hour 30 minutes

Paper 2 – Calculator – 1 hour 30 minutes

Paper 3 – Calculator – 1 hour 30 minutes

Each paper is worth 33.33% of the overall grade

Grade	Descriptors
<b>Grade 9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
<b>Grade 8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• Perform procedures accurately.</li> <li>• Interpret and communicate complex information accurately.</li> <li>• Make deductions and inferences and draw conclusions.</li> <li>• construct substantial chains of reasoning, including convincing arguments and formal proofs.</li> <li>• Generate efficient strategies to solve complex mathematical and non- mathematical problems by translating them into a series of mathematical processes.</li> <li>• Make and use connections, which may not be immediately obvious, between different parts of mathematics.</li> <li>• Interpret results in the context of the given problem.</li> <li>• Critically evaluate methods, arguments, results and the assumptions made.</li> </ul>
<b>Grade 7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>Grade 6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• Perform single- and multi-step procedures accurately by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.</li> <li>• Interpret and communicate information accurately.</li> <li>• Make deductions, inferences and draw conclusions.</li> <li>• Construct chains of reasoning, including arguments and basic formal proofs.</li> <li>• Generate strategies to solve mathematical and non-mathematical problems by translating them into a series of mathematical processes.</li> <li>• Make and use connections between different parts of mathematics.</li> <li>• Evaluate methods, results and arguments.</li> <li>• Interpret results in the context of the given problem.</li> </ul>
<b>Grade 5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.</li> <li>• Interpret and communicate information effectively.</li> <li>• Make deductions, inferences and draw conclusions.</li> <li>• Construct chains of reasoning, including arguments.</li> <li>• Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.</li> <li>• Interpret results in the context of the given problem.</li> <li>• Evaluate methods and results.</li> </ul>
<b>Grade 4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts and definitions.</li> <li>• Interpret and communicate information.</li> <li>• Make simple deductions and draw conclusions.</li> <li>• Construct chains of reasoning.</li> <li>• Solve problems by translating mathematical and non-mathematical problems into mathematical processes.</li> <li>• Evaluate methods or results.</li> <li>• Interpret results in the context of the given problem.</li> </ul>
<b>Grade 3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• some interpretation and communication of information only which may be lacking in detail</li> <li>• chains of reasoning are more often constructed for non-mathematical contexts rather than mathematical contexts and may not be complete</li> <li>• correct answers are more likely to occur when the problem translated into processes is non-mathematical rather than mathematical</li> <li>• evaluate a method or result by working out the correct answer rather than by providing a written evaluation</li> <li>• may make errors that impact on the completion of multi-step procedures</li> </ul>
<b>Grade 2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures.</li> <li>• Interpret and communicate basic information; make deductions and use reasoning to obtain results.</li> <li>• Solve problems by translating simple mathematical and non- mathematical problems into mathematical processes.</li> <li>• Provide basic evaluation of methods or results.</li> <li>• Interpret results in the context of the given problem.</li> </ul>
<b>Grade 1</b>	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Media Studies

## Why Study Media Studies ?

Media Studies is a successful and exciting subject which is introduced to students in Year 9. Students have the opportunity to start the GCSE course in Year 9 and they are introduced to the key concepts of the theoretical framework: Media Language, Audience, Media Industries and Representations. Students explore how these aspects are influenced by social, cultural, historic context, how they are used to create media products and how the media impacts society.

Students will have the opportunity to explore a wide range of media forms, including online media, television, music videos, social media, video games, newspapers, film, radio and advertising.

At Carshalton Boys students have access to a wide range of new media technologies and therefore develop their production skills alongside theoretical work. Students will use software such as Adobe Premiere Pro and Adobe Photoshop to edit and design different types of media products, both recreating pieces and creating their own original ideas. They have access to the latest technologies beyond the lessons to improve their skills and develop their creativity and analytical ability.

## Course Information

### How is the course assessed?

Examined Assessment (70%)

Two exam papers completed at the end of Year 11:

- Component 1: Exploring the Media
- Component 2: Understanding Media Forms and Products

Non-Examined Assessment (30%)

NEA or coursework contributes to 30% of the overall grade through one main production piece that is created over Year 10 & Year 11. This is a new brief each year and can be any format of product from: print media, audio-visual media or audio media. Students will create everything using original content on school software such as Adobe Photoshop or Premiere Pro.

- Component 3: Creating Media Products (NEA)

## What Career Opportunities does Media Studies provide?

Media Studies can develop skills relevant to careers in all areas of employment. It allows you to develop your creative skills as well as critical thinking and analysis. Some common fields include journalism, marketing and media communications. Some other potential careers could include: Advertising, Animation, Games Designer or Programmer, Directing, Sports Journalism, Fashion Journalism, Editing, Film, Graphic Designer, Interactive Media, Photography, Photojournalism, Publishing, Public Relations (PR), Radio Production/Broadcasting, Scriptwriting, Television Production/Broadcasting, Esports, Cinematography, Web Design, and more.

### Course Overview

Students will learn about media studies around the key concepts of the theoretical framework: media language, representations, audiences & industries. They will also explore how context can influence media products and consider economic, historical, political, cultural and social context.

Students will develop their knowledge and understanding of the theoretical framework whilst studying a selection of media forms and set products, including:

- News (The Sun, The Guardian)
- Advertising (Quality Street, This Girl Can)
- Magazines (GQ, Vogue)
- Film Promotion (No Time to Die, The Man with the Golden Gun)
- Film Industry (007)
- Radio (The Archers)
- Video Games (Fortnite)
- Television (Friends, Modern Family)
- Music Videos (Superheroes – Stormzy, The Man – Taylor Swift, Rio – Duran Duran)
- Social Media (Stormzy, Taylor Swift, The Sun, 007)

### Exam Board

[https://www.wjec.co.uk/qualifications/media-studies-gcse/#tab\\_overview](https://www.wjec.co.uk/qualifications/media-studies-gcse/#tab_overview)



Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate relevant, comprehensive and in-depth knowledge and understanding of the theoretical framework and associated theoretical perspectives, and a range of contexts of media and their influence on media products and processes</li> <li>Perceptively analyse media products, including in context, using the theoretical framework relevantly and comprehensively, making substantiated judgements and evidence-based conclusions</li> <li>use a range of subject specific terminology accurately</li> <li>create effective media products/prototypes/mock-ups which deliberately communicate meaning for intended audiences, by applying thorough knowledge and understanding of media language and representation</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate accurate, appropriate and secure knowledge and understanding of the theoretical framework, and a reasonable range of contexts of media and their influence on media products and processes</li> <li>confidently analyse media products, including in context, using the theoretical framework securely, making well-reasoned judgements and conclusions supported by appropriate evidence</li> <li>use a reasonable range of subject specific terminology accurately</li> <li>create purposeful media products/prototypes/mock-ups which communicate meaning for intended audiences, by applying appropriate knowledge and understanding of media language and representation</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate mostly accurate and appropriate knowledge and understanding of the theoretical framework, a and some contexts of media and their influence on media products and processes</li> <li>coherently analyse media products using the theoretical framework appropriately, making plausible judgements and conclusions supported by some evidence</li> <li>use some subject specific terminology mostly accurately</li> <li>create media products/prototypes/mock-ups which communicate some meaning for intended audiences, by applying mostly appropriate knowledge and understanding of media language and representation</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate satisfactory knowledge and understanding of the theoretical framework, and some contexts of media and their influence on media products and processes</li> <li>analyse media products using the theoretical framework, making some valid judgements and conclusions, supported by some evidence</li> <li>use some subject specific terminology with some accuracy</li> <li>create media products/prototypes/mock-ups which communicate uncomplicated meaning for intended audiences, by applying sound knowledge and understanding of more obvious aspects of media language and representation</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>demonstrates some knowledge and understanding of the theoretical framework with some grasp of media contexts, rather than satisfactory knowledge and understanding of the theoretical framework with a mostly sound understanding of media contexts</li> <li>begins to analyse media products with some reference to aspects of the theoretical framework, and makes straightforward judgements and conclusions, rather than analyses media products in a sound way and makes some valid judgements and conclusions supported by some evidence</li> <li>uses limited subject specific terminology</li> <li>creates media products/prototypes/mock-ups which apply some knowledge and understanding of media language and representation, with the beginnings of an awareness of intended audience, rather than creates media products/prototypes/mock-ups which communicate uncomplicated meanings for intended audiences by applying sound knowledge and understanding of more obvious aspects of media language and representation</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate basic knowledge and understanding of the theoretical framework, with some notion of the influence of contexts on media products and processes</li> <li>describe media products, with some reference to basic aspects of the theoretical framework, making some straight forward judgements and simple conclusions</li> <li>create media products/prototypes/mock-ups by applying some basic knowledge and understanding of media language and representation</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Music

## Why Study Music?

Learning to play an instrument is both enjoyable and highly rewarding – it also makes you stand out from the crowd! Studying music at GCSE will improve your social, technical and business skills, not to mention discipline, composure under pressure, and confidence. You will also learn music production skills through using a range of equipment and software to practise, perform and compose your own music.

## What Career Opportunities does Music provide?

Creativity is now valued as one of the top three skills by employers in all areas of employment. Studying music will help you develop these skills in a range of different contexts. Careers include digital marketing, social media, PR and production, as well as session musician, venue manager and many more. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

A music qualification shows potential employers that you are able to learn advanced skills across a variety of disciplines, and can set you apart from other candidates.

## Course Information

### Exam Board

[https://www.educas.co.uk/qualifications/music-gcse/#tab\\_overview](https://www.educas.co.uk/qualifications/music-gcse/#tab_overview)



## How is the course assessed?

Composition (30%)

Two compositions, one to a set brief and one free composition

Students can use software or live instruments to help compose and notate their piece.

Performance (30%)

Performance of one solo and one group piece on any instrument

We currently provide subsidised instrumental lessons (50%) to help students progress on their chosen instrument.

Listening and Appraising (40%)

Written exam based on the four areas of study:

- Film Music
- Popular Music
- Music for Groups
- Musical Forms and Devices

## Course Overview

The music GCSE course includes three components: Composing, Performing and Listening. This provides students with a wide range of musical skills and knowledge, and an appreciation for all aspects of music which will last a lifetime. They will take part in a variety of activities in lesson time, as well as trips to see live music and workshops on a diverse selection of topics to support their musical development. There is the opportunity for students to choose the genre of both their performance pieces and compositions, allowing them to personalise their learning according to the music they love.

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>perform challenging music with a high degree of fluency and sensitivity</li> <li>compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development</li> <li>demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</li> <li>evaluate music to make convincing judgements using musical terminology accurately and effectively</li> </ul>
Grade 7	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>perform challenging music with a high degree of fluency and sensitivity</li> <li>compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development</li> <li>demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</li> <li>evaluate music to make convincing judgements using musical terminology accurately and effectively</li> </ul>
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>perform music with technical challenges, mostly demonstrating fluency and sensitivity</li> <li>compose using a range of musical elements with competence, creating generally effective musical ideas which are developed with a degree of variety to maintain interest</li> <li>demonstrate, through aural identification, accurate knowledge of a range of musical elements, contexts and language</li> <li>evaluate music to make secure judgements using musical terminology accurately</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>perform music with some technical challenges broadly fluently with some sensitivity</li> <li>compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success</li> <li>demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language</li> <li>evaluate music to make clear judgements using musical terminology appropriately</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>perform music with limited technical challenges, showing some fluency and sensitivity</li> <li>compose using a narrow range of musical elements, creating some successful musical ideas which are sometimes developed with a degree of conviction</li> <li>demonstrate, through aural identification, mostly accurate knowledge of some musical elements, contexts and language</li> <li>evaluate music to make some judgements, sometimes using appropriate musical terminology</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>fluency may be inconsistent</li> <li>composition relies upon a restricted use of musical elements which lack effective development</li> <li>knowledge of some musical elements, contexts and language is mostly accurate with some errors</li> <li>evaluation uses appropriate terminology with minor errors judgements are not always supported</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>perform simple pieces with limited fluency and sensitivity</li> <li>compose using a range of musical elements, creating musical ideas with some appeal and limited development</li> <li>demonstrate, through aural identification, some knowledge of musical elements, contexts and language evaluate music to produce simple reflections with inconsistent use of musical terminology</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Philosophy, Religion, and Ethics (PRE)

## Why Study PRE?

'Can war ever be justified?'

That doesn't look like an RE question does it! That's because the course is PRE, *not* RE. The subject is often mistakenly referred to as Religious Education, but this may wrongly imply that the course is solely focused on religion. It is true that the course covers the religions of Christianity and Islam. However, PRE also covers Philosophy and Ethics, and the subject focuses heavily on making our boys into critical thinkers who read, think, talk and write about big topics such as 'Can war ever be justified?'.  
The background image shows a student's hands writing in a notebook. The notebook page has the heading 'The Five Pillars of Islam' and lists 'Shahadah', 'Zakat', 'Hajj', 'Saum', and 'Sawab'. There is also a diagram of a mosque with labels for 'Hajj', 'Zakat', 'Shahadah', and 'Saum'.

## What Career Opportunities does PRE provide?

PRE teaches high-level critical thinking and writing skills which are highly desirable attributes in careers such as law, teaching and journalism. The subject content is also very useful for careers in social work and politics.

## Course Information

### Exam Board

AQA

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>



### How is the course assessed?

100% Examination. Paper 1 (Religion: Christianity & Islam) is 1hr and 45mins. Paper 2 (Philosophy & Ethics) is 1hr and 45mins.

### Course Overview

The subject is made of three parts: Philosophy (answering the unanswerable questions), Religion (belief in a set of rules that may come from a higher power), and Ethics (deciding what is the right or wrong thing to do).

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority</li> <li>• demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs</li> <li>• construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate accurate and relevant knowledge and understanding of a wide range of beliefs and practices with relevant references to sources of wisdom and authority</li> <li>• demonstrate an understanding of common and divergent views and practices within and between religions or beliefs</li> <li>• construct a justified argument on matters of religion or belief based on an analysis and evaluation of different perspectives, and using relevant specialist terminology</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority</li> <li>• demonstrate some understanding of common and divergent views and practices within and between religions or beliefs</li> <li>• construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and relevant knowledge and understanding of a range of beliefs and practices with some reference to sources of wisdom and authority</li> <li>• demonstrate an understanding of some different views and practices between religions or beliefs</li> <li>• construct an argument about matters of religion or belief recognising that there are different perspectives, using some accurate specialist terminology</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• making limited references to sources of wisdom and authority, rather than demonstrating a wider use of sources of wisdom and authority</li> <li>• constructing an argument about religion and belief, rather than demonstrating an evidenced argument</li> <li>• using limited specialist terminology, rather than using a wider range of specialist terminology</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to sources of wisdom and authority</li> <li>• demonstrate some understanding of different views and practices between religions or beliefs</li> <li>• express an opinion on matters of religion or belief using everyday language, recognising others might have different views</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Photography

## Why Study Photography?

The positive contribution Art and Design makes to the ethos at Carshalton Boys' is evident in the large amount of art and photography proudly displayed around the school, adding to the vibrant and innovative atmosphere. The Art and Design curriculum offers students a range of courses which cater to ability and progression, including Photography qualifications.

Photography provides students with a valuable opportunity to develop their creativity, technical skills, visual literacy, and personal expression. It equips learners with relevant skills for the digital age and opens up various career pathways in the creative industries.

## What Career Opportunities does Photography provide?

Possible degree options:

- Animation • Commercial photography • Creative and editorial photography • Digital media • Fashion photography • Film and television • Film and visual culture
- Forensic photography • Graphics with photography • Medical photography • Visual communication • Commercial photographer • Fashion photographer
- Filmmaker • Fine art photographer • Forensic photographer • Industrial photographer • Medical photographer • Nature photographer • Photographic illustrator • Photographic technician • Teacher • Photojournalist • Picture editor • Researcher • Social photographer • Sports photographer

## Course Information

### Exam Board

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>



### Course Overview & Assessment

#### Component 1 – 60% Coursework Portfolio

Projects that in total show explicit coverage of the four assessment objectives. These portfolios must contain sustained projects evidencing the journey from initial engagement with a chosen theme to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Portfolio themes vary and cover a wide range of topics, styles and techniques.

- Year 9 – Foundation Year – In Year 9 students learn comprehensive technical skills using the DSLR cameras, including bracketing, studio lighting and the formal elements such as composition in our well-equipped photography studio. There is a substantial written component to this course as pupils are required to research, analyse and annotate the work of professional photographers and the images they take themselves. Work completed in Year 9 is submitted as 'Selection of further work'.
- Theme-based Portfolio – Year 10
- Mock Exam Portfolio (Based on AQA Exam Paper Questions) – Autumn Term in Year 11 Finalised in a 5-hour Mock Exam at the end of Autumn Term.

#### Component 2 – 40% Exam Portfolio – Externally set assignment (AQA Exam Paper)

Spring and Summer Term in Year 11

Finalised in a 10-hour Mock Exam in April/May.

Grade	Descriptors
<b>Grade 9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
<b>Grade 8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly</li> <li>• effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</li> <li>• record and use perceptive insights and observations with well-considered influences on ideas</li> <li>• demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>Grade 6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate coherent critical investigation and sound understanding of sources to develop ideas thoroughly</li> <li>• consistently apply a range of creative and technical skills, experimentation and innovation to develop and refine work</li> <li>• record and use considered insights and observations to purposely influence ideas demonstrate purposeful use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate competent critical investigation and understanding of sources to develop ideas coherently</li> <li>• apply a range of creative and technical skills and some experimentation and innovation to develop and refine work</li> <li>• record and use clear observations to influence ideas</li> <li>• demonstrate competent use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate adequate critical investigation and understanding of sources to develop ideas clearly apply a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li> <li>• record and use appropriate observations to influence ideas</li> <li>• demonstrate adequate use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>Grade 3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• shows some critical investigation and understanding rather than adequate critical investigation and understanding of sources</li> <li>• demonstrates application of simple creative and technical skills, uneven experimentation and tentative innovation and refinement, rather than application of a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li> </ul>
<b>Grade 2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate limited critical investigation and understanding of sources to develop ideas simply</li> <li>• apply basic creative and technical skills with limited experimentation and innovation</li> <li>• record and use simple observations to inform ideas</li> <li>• demonstrate basic use of visual language, technique, media or contexts to realise ideas</li> </ul>
<b>Grade 1</b>	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Physical Education

## Why Study Physical Education?

PE is an integral part of Carshalton Boys. Pupils in all age groups get access to a wide and varied curriculum that gives them opportunities in different activities and settings. We have recently introduced theory to Key Stage 3 to further develop pupils' understanding and knowledge of the key topics in preparation for KS4.

Extracurricular activities are a vital part of a pupil's life at Carshalton Boys and the opportunities are wide and varied. We are always keen to try new sports and will happily add them to our current selection of options which ranges from Handball to Gaelic football, Climbing to Orienteering, Tchoukball to Dodgeball, covering most traditional sports in between. Participation in sport plays a vital role in promoting healthy active lifestyles, a key aspect of both the GCSE and BTEC course and a valuable life skill for the future.

## What Career Opportunities does Physical Education provide?

Both GCSE and BTEC courses can support learners in a wide range of sporting careers including: PE teaching, psychology, physiotherapy, sport coaching, fitness instructor, personal trainer and sports related degrees at university.

### Course Overview

**GCSE:** The course covers physical training, health, fitness and wellbeing, socio-cultural issues, sports psychology; the skeletal, cardiovascular, respiratory and muscular systems and biomechanics.  
**BTEC:** The course focuses on developing students knowledge and understanding of; Fitness requirements for Sport, Technical, Tactical and Analysis of Performance in Sport, Personal Training and Leadership in Sport.

## Course Information

### Exam Board

**GCSE – OCR** <https://ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>  
**BTEC – Pearson** <https://qualifications.pearson.com/en/qualifications/btec-firsts.html>



### How is the course assessed?

**GCSE:**

Unit 1: 1 hr exam. Physical Factors Affecting Performance (30%)

Unit 2: 1 hr exam. Socio-cultural Issues & sport psychology (30%)

Non-exam assessment (NEA)

30% of total GCSE (9–1)

60 marks

This NEA will consist of three activities, including at least one 'team' and at least one 'individual' sport from the approved activity lists, all performed in competitive situations.

10% of total GCSE (9–1)

20 marks

This NEA will consist of a written task that must be produced under controlled conditions.

**BTEC:**

Unit 1: Fitness for Sport and Exercise – Externally assessed by an onscreen examination – 25% of total grade.

Unit 2: Practical Performance in Sport – Internally assessed by Coursework – 25% of total grade.

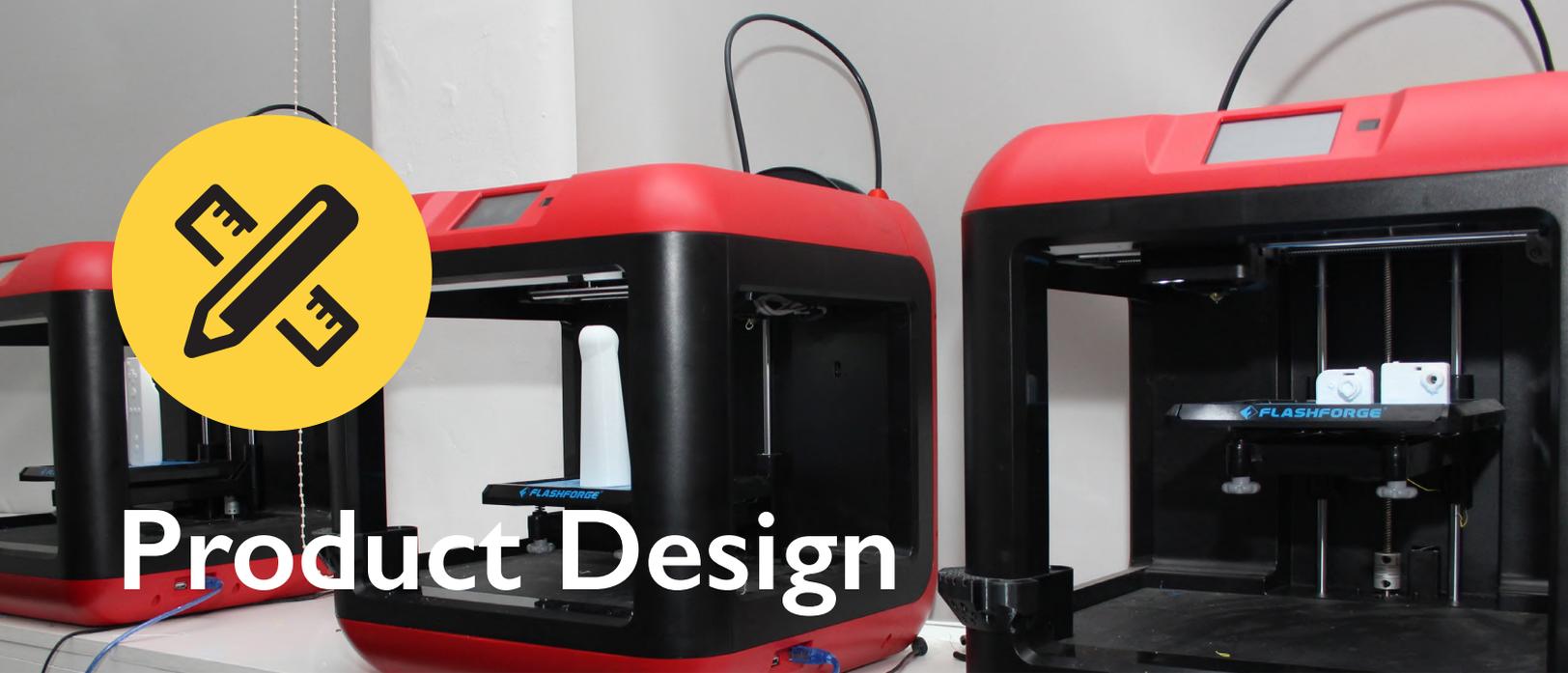
Unit 3: Applying the Principles of Personal Training – Internally assessed by Coursework – 25% of total grade.

Unit 6: Leading Sports Activities – Internally assessed by Coursework – 25% of total grade.

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology</li> <li>• critically analyse and evaluate a wide range of information about training and performance to draw well-evidenced conclusions</li> <li>• safely and effectively apply a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently skilled and controlled performance</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology</li> <li>• critically analyse and evaluate a range of information about training and performance to draw reasoned conclusions supported by evidence</li> <li>• safely and effectively apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently capable and controlled performance</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using mostly accurate specialist terminology</li> <li>• analyse and evaluate a range of information about training and performance to draw reasoned conclusions supported by evidence</li> <li>• safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a competent and controlled performance</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using some accurate specialist terminology</li> <li>• analyse and evaluate a range of information about training and performance to draw mostly reasoned conclusions supported by some evidence</li> <li>• safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a mostly competent and controlled performance</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• A greater level of inaccuracy in knowledge and understanding.</li> <li>• Limited range of factors affecting performance and involvement in physical activity used</li> <li>• Specialist terminology used less frequently</li> <li>• Analysis and evaluation is brief and supported with little evidence</li> <li>• Level of consistency when performing appropriate techniques strategies and/or compositional ideas is lower</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language</li> <li>• interpret a range of information about training and performance to draw simple conclusions</li> <li>• safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

BTEC Performance Standard	Descriptors
<b>Level 2 Distinction (All Merit and Pass criteria must also be covered)</b>	<p>Learners will be able to synthesise knowledge of sport, training and physical and skill-related fitness, bringing together understanding of training methods, techniques and concepts and applying them to contexts.</p> <p>Learners will be able to compare and contrast the roles and responsibilities of officials in sport suggesting recommendations for improvement in the applications of rules, regulations and scoring systems.</p> <p>Learners will be able to analyse their strengths and areas to improve from practical performance and create a development plan justifying recommendations on how to improve.</p> <p>Learners will be able to justify their six-week training programme design.</p> <p>Learners will be able to fully explain results and strengths of their training programme, justifying their recommendations for future training and performance.</p> <p>Learners will compare and contrast the attributes of two successful sports leaders.</p> <p>Learners will justify targets for future development as a sports leader and justify activities and recommendations throughout their development plan.</p>
<b>Level 2 Merit (All Pass criteria must also be covered)</b>	<p>Learners will be able to explain their knowledge through a range of sport, training and physical and skill-related fitness, demonstrating their understanding of training methods, techniques and concepts.</p> <p>Learners will show deeper understanding of the applied rules in sport by explaining officials' roles and responsibilities and their application of the rules, regulations and scoring systems.</p> <p>Learners will be able to demonstrate their practical performance by participating effectively in competitive situations before explaining their strengths and areas to improve.</p> <p>Learners will be able to explain the short term effects of personal training on the musculoskeletal and cardio respiratory systems.</p> <p>Learners will be able to explain the results and strengths of their personal training programme and suggest recommendations for future training and performance.</p> <p>Learners will be able to explain the attributes required to be a successful sports leader.</p> <p>Learners will justify their plans and be able to lead sports activities independently.</p> <p>Targets for future improvement will be explained and a personal development plan created.</p>
<b>Level 2 Pass</b>	<p>Learners will be able to recall and apply knowledge in familiar situations, including constructed training sessions, to demonstrate basic principles of training.</p> <p>Learners will be able to demonstrate their understanding of the main rules, regulations and scoring systems in sport and apply these rules to sporting situations.</p> <p>Students will be able to practically demonstrate their skills techniques and tactics in sport through conditioned practices before reviewing performance, describing strengths and areas to improve.</p> <p>Learners will be able to design a safe six week training plan.</p> <p>Learners will demonstrate their knowledge of the musculoskeletal and cardiorespiratory systems by describing the structure and function and summarising the effects of exercise.</p> <p>Learners will practically complete their six-week training plan before reviewing their programme identifying results, strengths and areas to improve.</p> <p>Learners will be able to describe the attributes required to be a successful sports leader.</p> <p>Learners will plan and lead sports activities before reviewing their planning and leading describing strengths, areas to improve, and targets for futures development as a leader.</p>





# Product Design

## Why Study Product Design?

Students are taught to investigate, create and innovate, using their heads, hands, hearts and minds. They will be shown how to analyse the world around them, identify needs and problems as well as how to plan, prototype and manufacture their own tangible design solutions. They will study design history, innovation and enterprise over the Twentieth Century and be taught to safely and effectively use a range of computer-aided design software (CAD), hand and powered tools, computer numerical controlled equipment (CNC, CAM) and various materials and techniques to fully realise their creations.

## What Career Opportunities does Product Design provide?

An excellent foundation for a range of design-related courses at college, university or direct entry into employment. Career opportunities would include, product/ industrial design, architecture, interior design, automotive engineering, graphic design, game and UX design, inventor, self-employed and many more.

## Course Information

### Exam Board

GCSE Pearson

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>



### How is the course assessed?

Unit 1: 1 hr 45 min Exam. Some mathematics and science content included so a calculator is required (50% of final grade)

Unit 2: Design and Making Practice. Non-Examined Assessment design and make project (50% of final grade)

### Course Overview

Year 9 focusses on graphical presentation skills, generating and developing design ideas and presenting finished work. Students will learn a wide range of computer-based and traditional presentation skills as well as working on focused practical tasks that will develop their confidence in working with a range of tools, equipment and materials.

In Year 10 students will be developing practical and presentational skills such as technical drawing, using CAD-CAM, workshop tools, equipment and materials to make a variety of mini projects including 3D printed USB night lights, games controllers, board games, USB sticks, headphones and model buildings. They will also be looking at design theory, studying materials and processes as well as preparing for the written exam in the summer of year 11. Students look at a wide range of materials but there is a specific focus on polymers (plastics) and the course does involve a significant level of applied mathematics and science.

GCSE Design & Technology (Product Design – Polymers) is a creative and academic course and is awarded at Bands 9-1

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.</li> <li>• experiment and innovate to develop and refine fully functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with precision.</li> <li>• effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams, and mathematical modelling.</li> <li>• critically analyse and evaluate design decisions and outcomes to draw well-evidenced conclusions.</li> <li>• use a range of mathematical skills and scientific knowledge to make accurate calculations and insightful choices.</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and effectively apply knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.</li> <li>• experiment to develop and refine functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with some precision.</li> <li>• accurately and effectively apply technical language and a range of communication methods, such as annotated sketches, schematic and exploded diagrams.</li> <li>• critically analyse and evaluate design decisions and outcomes to draw some evidenced conclusions.</li> <li>• use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations.</li> <li>• develop functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills that are appropriate.</li> <li>• apply appropriate technical language and methods of communication, such as formal drawings and annotated sketches.</li> <li>• analyse and evaluate design decisions and outcomes to draw plausible conclusions supported by some evidence.</li> <li>• use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and some unfamiliar situations.</li> <li>• work safely demonstrating some technical skills effectively when developing functioning intentions of prototypes/ prototypes.</li> <li>• use some appropriate technical language and methods of communication, such as drawings and annotated sketches.</li> <li>• analyse and evaluate design decisions and outcomes to draw some conclusions.</li> <li>• use some mathematical skills and scientific knowledge to make mostly accurate calculations and inform some choices.</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• level of communication lacks detail and visual communication is basic.</li> <li>• intentions of prototypes/prototypes lack technical accuracy.</li> <li>• mathematical skills and science knowledge are accurate but only for basic calculations.</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate and apply basic knowledge and understanding of the principles of design and technology in familiar situations.</li> <li>• work safely demonstrating straightforward technical skills when developing intentions of prototypes/prototypes.</li> <li>• use everyday language, audio and visual recordings, and simple drawings or sketches to explain an idea.</li> <li>• make straightforward comments about their own work and the work of others.</li> <li>• use some simple mathematical skills and scientific knowledge to make basic calculations.</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



# Science

## All students will study this subject

### Why Study Science?

All students study Science from Year 7 to Year 11. GCSE is a three-year programme following the AQA exam board. At CBSC we offer three tiers for science – Separate Science (higher tier only) and Combined Science (higher tier and foundation tier), covering components of biology, chemistry and physics. GCSE Science encourages students to be inspired, motivated and challenged by following a broad, coherent and practical course of study. They provide insight into and experience of how science works, stimulating students' curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and career choices.

### What Career Opportunities does Science provide?

Doctor, engineer, pharmacist, astronomer, drug developers, paramedic, dentist, environmental biologist, neuroscience, research, sports studies, physiotherapy, teaching, nursing, food and nutrition, vet, biomedical science, palaeontology, anthropology, forensics, geology, genetics, and many more

## Course Information

### Exam Board

AQA

<https://www.aqa.org.uk/subjects/science>



### How is the course assessed?

All GCSE qualifications follow the same format with six written examinations which assess a combination of theoretical and practical work.

### Course Overview

Year 9

Biology: Cell Biology, Organisation, Infection and Response, and Bioenergetics

Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter; Quantitative Chemistry, Chemical Change and Energy Changes

Physics: Energy, Electricity, Particle Model of Matter and Atomic Structure

Year 10

Biology: Homeostasis and Response, Inheritance, Variation and Evolution, and Ecology

Chemistry: The Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources

Physics: Forces, Waves, Magnetism and Electromagnetism (Space Physics for SS)

Year 11

Revision Skills and Exam Technique – theory and practical elements.

In the first term, there is a focus on paper 1 and students will sit a paper at the end of the term.

In the second term, there is a focus on paper 2 and students will sit a paper at the end of the term.

Pupils are continuously assessed throughout Key Stage 4. Pupils who make excellent progress and attainment will have the opportunity to gain three GCSE separate science qualifications in Biology, Chemistry and Physics.

All other pupils will be entered for the Combined Science qualification, which assesses all three strands in two GCSEs. The decision on the tier of entry is made during Year 11.

Grade	Descriptors
Grade 9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor; with stronger performance in most or all aspects of the grade 8 statements.
Grade 8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology</li> <li>• develop accurate, logical and detailed descriptions, explanations and arguments</li> <li>• use a range of mathematical skills to perform complex, multi-step scientific calculations</li> <li>• critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions</li> <li>• critically evaluate and refine methodologies, and judge the validity of scientific conclusions</li> </ul>
Grade 7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor; with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
Grade 6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate accurate and relevant knowledge and understanding and apply these mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology</li> <li>• develop accurate, logical and detailed descriptions and straightforward explanations</li> <li>• use a range of mathematical skills to perform multi-step scientific calculations</li> <li>• analyse qualitative and quantitative data and draw logical conclusions, supported by evidence</li> <li>• evaluate methodologies to suggest improvements and developments to experimental methods, and comment on the accuracy and validity of scientific conclusions</li> </ul>
Grade 5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology</li> <li>• develop mostly accurate and logical descriptions, which includes some relevant detail and simple explanations</li> <li>• use appropriate mathematical skills to perform multi-step calculations</li> <li>• analyse qualitative and quantitative data and draw plausible conclusions supported by some evidence</li> <li>• evaluate methodologies to suggest improvements to experimental methods, and comment on the accuracy of scientific conclusions</li> </ul>
Grade 4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding and apply these to some familiar and unfamiliar contexts, using some accurate scientific terminology</li> <li>• develop some logical descriptions, which includes some accurate and relevant detail</li> <li>• use appropriate mathematical skills to perform calculations</li> <li>• interpret qualitative and quantitative data and draw conclusions supported by some evidence</li> <li>• suggest improvements to experimental methods, and comment on the accuracy of scientific conclusions</li> </ul>
Grade 3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• correct answers more likely to address familiar contexts than unfamiliar contexts</li> <li>• correct answers more likely where prompts and scaffolding are provided</li> <li>• descriptions are often partial and lacking relevant detail</li> <li>• perform some calculations when scaffolding is given</li> <li>• draw conclusions from qualitative or quantitative data, but evidence to support may not be clear or present</li> <li>• make some comments relating to experimental methods, but may not demonstrate an understanding of how to improve the experimental method or the accuracy of scientific conclusions</li> </ul>
Grade 2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• demonstrate some relevant scientific knowledge and understanding using limited scientific terminology</li> <li>• perform some basic calculations</li> <li>• draw simple conclusions from qualitative or quantitative data</li> <li>• make basic comments relating to experimental methods</li> </ul>
Grade 1	To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



**WE BELIEVE**  
KNOWLEDGE IS POWER  
BLACK LIVES MATTER  
**LOVE IS LOVE**  
FEMINISM IS FOR EVERYONE  
NO HUMAN BEING IS ILLEGAL  
BE GENTLE WITH THE EARTH  
BE THE BEST VERSION OF YOURSELF  
**BE REALLY KIND**



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