



# **Preferences Booklet**

**Curriculum Choices for  
2025-26**

**Year 10 Courses**

# CONTENTS

	<b>Page</b>
A message to parents / carers	3
Selecting your Preferences	4
The English Bacculaureate	5
Preferences and hours of study	6
Choosing your Preferences	7
Frequently asked questions	8
Careers and looking ahead	9
Qualifications	10
A summary of the course planning process	11
Thinking ahead	12
Core subjects	13
English Bacculaureate subjects	21
Creative & technical skills subjects	25
Humanities & Social Sciences subjects	32
Cambridge National Subjects	37
Choosing your Preferences	41

## A MESSAGE TO PARENTS/CARERS

December 2024

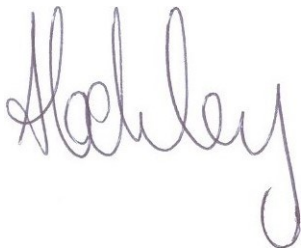
Dear Parents/Carers,

It is our job as a school to ensure that all pupils receive a broad and balanced curriculum. We hope to equip pupils with a wide experience of skills and knowledge to help them progress and grow into mature, well educated people.

We are confident that the curriculum provided here is of the highest standard; all courses are chosen for the benefit of pupils, helping them to maximise their future options, while allowing them to learn varied and interesting subjects. We do not introduce courses to increase positions in league tables; each course is a qualification respected by employers and Further Education establishments. However, as pupils mature and become more aware of their interests, we feel it is important for pupils to have some input into what they study.

This booklet introduces these choices and explains how the preferences process works. Please take your time to read this booklet carefully with your child and do not hesitate to contact me or other staff at the school if you need further assistance.

Yours faithfully,

A handwritten signature in blue ink that reads "A Lockley". The signature is written in a cursive style with a large initial 'A' and a long, sweeping tail.

Mr A Lockley  
Assistant Headteacher

## SELECTING YOUR PREFERENCES

Although selecting subjects to study in Year 10 can be an exciting and liberating experience, it can be a very stressful time as well. We urge you and your son/daughter to think carefully about the choices to be made, to discuss the possibilities and to consult as widely as possible. It is difficult, if not impossible, to change courses once we get into Year 10. Pupils can feel very empowered by choosing some of the courses they study, but if it is not possible to study a certain subject, it can feel like that is a disaster.

**We do everything we can to give every pupil the subjects they select, but this is not always possible.**

This can happen for two reasons:

- 1. Insufficient numbers opt for a subject and it is not viable to run it.**
- 2. Too many pupils opt for a subject and we have to ask some to reconsider.**

If too many pupils opt for a subject, we consider which pupils to put into their reserve choice by taking the following into account:

- Late applications: if the subject choice is full or oversubscribed when the online form is received, then the pupil will be referred to their reserve choice. It is **very important**, therefore, that pupils meet the deadline given.
- Volunteers: pupils are asked to volunteer to move to another subject.
- Attitude to Learning: those pupils who demonstrate a sustained commitment to their subjects as evidenced on their reports will be given priority (attitude to learning - but not achievement in the subject). The Head of Department will be consulted where reports do not give sufficient information.
- Appropriateness: if we feel that a preference is not right for our pupils, we will use our professional judgment to select a subject which is more suitable to study. For example, we may intervene to move a student who has chosen GCSE Music but is unable to play an instrument. In this situation we will use our professional judgment to help choose a subject which is more appropriate.

In case of referral to a reserve choice, a waiting list will be formed in case a space becomes available. Further information can be found on the school website - [www.reephamhigh.com](http://www.reephamhigh.com) - Parents & Carers - Year 9 Preferences - 'Choices at 13/14 and Supporting Choices for Key Stage 4' - which is a Norfolk County Council general advice document for parents.

**For these reasons, it is very important to read the information and instructions in this booklet thoroughly and complete the preferences forms carefully and accurately.**

## The English Baccalaureate (Ebacc)

The English Baccalaureate was introduced as a performance measure for schools in England in the 2010 performance tables. **It is not a qualification.** The measure calculates the number of pupils studying and the average attainment score that they have achieved at GCSE in English, Mathematics, History or Geography, two sciences and a modern or ancient language. To achieve this at Reepham High School you need to select:

- English
- Mathematics
- At least 2 sciences (which may include Computer Science)
- A Modern Foreign Language
  - (French or Spanish)
- History or Geography

The government introduced this as a performance measure as it felt these academic subjects were highly valued by the Russell Group Universities. It is **not** currently required for entry to any Russell Group university. Most universities require English and Maths. A few may also require a modern foreign language. Successful applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course. However the performance measure continues to be included in school performance tables and it is possible that in future years it might be regarded as an entry requirement for some universities and some professions.

The Department for Education has set a target for 90% of pupils to take these subjects by 2025.

If you have a clear career path decided, we recommend that you look ahead at the requirements for that career, to ensure that your choices will support them. If you need assistance doing this please contact the school.

### What is a Russell Group University?

The Russell Group represents 24 leading UK universities which are committed to maintaining the very best research, an outstanding teaching and learning experience and strong links with business and the public sector. More information can be found at [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

### If the EBacc is not a qualification, does it matter?

The EBacc will not directly make a difference to your progression from High School; however we feel it is important to make all pupils and their parents aware of any government aims within education and anything which may potentially become important.

## PREFERENCES AND HOURS OF STUDY

In Years 10 and 11 pupils will study a combination of compulsory and optional subjects.

All pupils will need to study the same core subjects:

- English
- Mathematics
- Science (either combined or triple Science)
- Core Physical Education (this is a non-examined subject)

Alongside these regular lessons, pupils will also be involved in Personal, Social, Health and Economic Education (PSHEE) events and guidance.

The rest of the lessons studied are subject to a certain amount of choice. We are obliged and believe it right to ensure that pupils continue to have a broad and balanced curriculum.

**Although we welcome choice and do our utmost to accommodate pupils' preferences, Reepham High School reserves the right to decide a pupil's suitability for a course.**

It is a requirement that all students choose ONE subject as a compulsory 'core' preference. It is also possible to choose more than one core preference which you can do so when completing the online form.

### Compulsory Core Preferences:

Computer Science  
 French<sup>2</sup>  
 Geography  
 History  
 Spanish<sup>2</sup>

### The other preferences from which pupils will choose from are listed below:

Art, Craft and Design<sup>1</sup>  
 Business Studies  
 Design Technology  
 Food Preparation  
 Music  
 Cambridge National in IT  
 Photography  
 Physical Education  
 Cambridge National in PE  
 Religious Education

A pupil studies for 50 hours per fortnight and lessons are likely to be distributed in the following way:

	English	Maths	Science	PE	Core Preference	Preference 1	Preference 2	Preference 3	Personal, social & employability studies
Year 10	8	9	9	4	5	5	5	5	0
Year 11	8	7	10	4	5	5	5	5	1

## CHOOSING YOUR PREFERENCES

When planning your curriculum of study, there are certain decisions we ask you to make. These decisions are slightly different depending on your plans after High School. No matter what your plans, it is important to keep a variety of different subjects that cover a number of different skills.

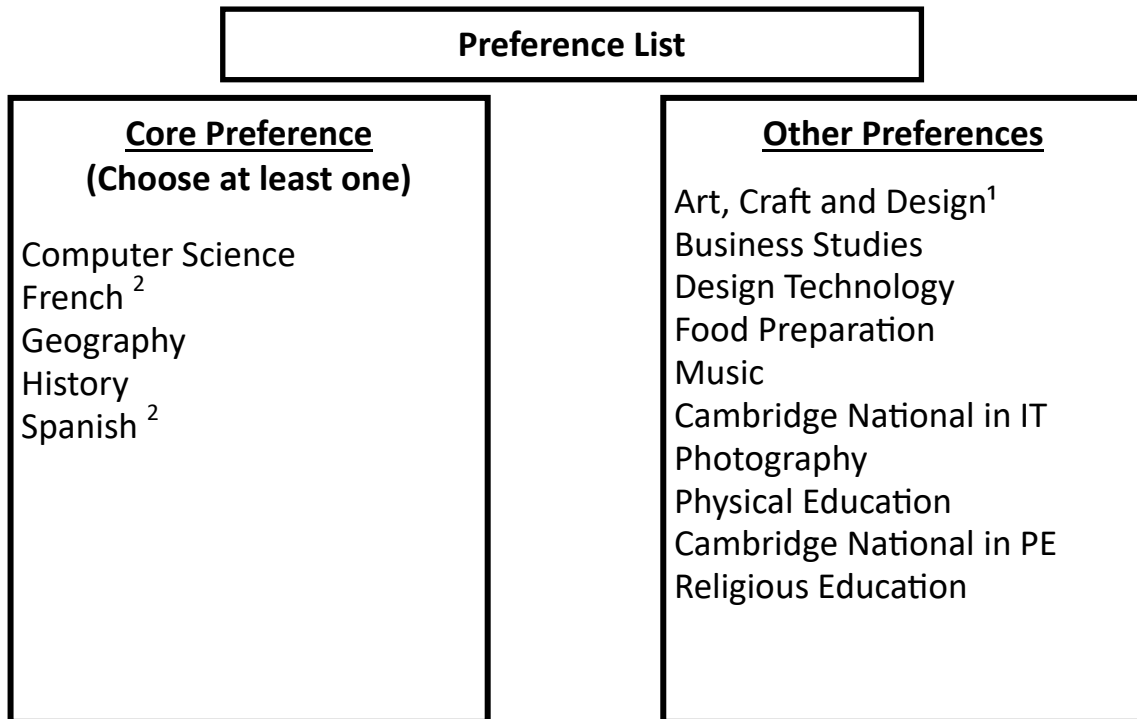
### Important considerations:

RHSC strongly recommends that you take a modern foreign language at GCSE if you expect to take an academic route in the future. It shows a high level of skill and some university courses (which are not language based) require this.

The work-related courses have very limited places and are only offered to pupils for whom RHSC thinks them particularly appropriate.

### **Pupils will need to:**

- **Pick 6 preferences: 4 first choice preferences and 2 reserve preferences**
- **Choose a core preference, either Geography, History, Computer Science, French or Spanish as one of their 4 first choice preferences**
- **Choose another 3 first choice preferences. This can be any subject from the preference list, including the core preferences**
- **Choose 2 reserve preferences from the preference list, including the core preference list**



<sup>1</sup> Art, Craft and Design encompasses both the Fine Art and Textile specialisms.

<sup>2</sup> Your chosen language must have been studied in Year 9

## FREQUENTLY ASKED QUESTIONS

### **Do I have to take a creative or technical subject?**

No, although pupils can now begin to specialise at GCSE, it is still important to have a broad and balanced curriculum. Although some subjects may not seem to relate directly to a chosen career, a wide level of knowledge and skills is always useful.

For example, there are calls from some surgeons for medical pupils to have studied more creative subjects to increase manual dexterity. Roger Kneebone, Professor of Surgical Education at Imperial College, London, says he has seen a decline in the manual dexterity of students over the past decade. He claims this is a problem for surgeons, who need craftsmanship as well as academic knowledge. "An obvious example is of a surgeon needing some dexterity and skill in sewing or stitching," he says. "Such skills might once have been gained at school or at home, whether in cutting textiles, measuring ingredients, repairing something that's broken, learning woodwork or holding an instrument."

### **Is the EBacc an extra qualification?**

No, it is a measure of performance for the High School. You will not receive any acknowledgement for studying the English Baccalaureate, but the subjects *may* prove useful depending on your future plans.

### **Can I not take two practical courses?**

Yes, but we always advise that students take a broad and balanced curriculum to study.

### **Isn't it a legal requirement to take RE for GCSE?**

Schools must *offer* GCSE RE, you have the right to opt out of this choice. All pupils will experience social, moral and religious teaching and guidance through non-curricular events, such as Impact Days.

### **Can I take Geography and History?**

Yes, select one as a core preference or choose both from the preference box.

### **Can I take French and Spanish?**

Yes, as long as you have studied them both in Year 9.

### **Will I get all of my preferences?**

All of the classes that take place in the school must fit within a timetable. This allows the school to have sufficient teachers and rooms available for every lesson. Unfortunately, there could be some subject combinations which clash. In this situation, we will choose a subject from the reserve preference list. There may also be situations where a subject has been chosen but we feel it may not be the most appropriate preference. For example, we may intervene to move a student who has chosen GCSE Music but is unable to play an instrument. In this situation we will use our professional judgment to help choose a subject which is more appropriate.



## Careers and looking ahead.....

Choosing your Preferences is just the first stage in planning your future. It's sensible to begin thinking about what you might do next, that way you can ensure that you sit the right GCSEs, to allow you to take your chosen route post 16. If you're unsure on your next step, it's important to consider your preferences and ensure that your preferences now, do not limit potential choices later.



Whether you have an idea of what you'd like to do in your future or have no clue. Thinking ahead and receiving some careers guidance is a sensible thing to do.

### **Where can I find further information on careers guidance?**

Mrs Edgill is our Careers Advisor and can be contacted for help and guidance with any future plan. If you would like to chat through your ideas or need help and advice please email: [eedgill@reephamhigh.org.uk](mailto:eedgill@reephamhigh.org.uk). Please visit the Careers page on the RHSC website for information and links to useful websites including the Careers directory—linking preference subjects to careers.



### **What GCSEs should I take to become a ... ? - BBC Bitesize**

You are now at the point in secondary school where you need to choose your GCSE Preferences. This can seem scary at first, but it's all about perspective: this is your opportunity to take hold of the wheel and start to shape your future.

<https://www.bbc.co.uk/bitesize/articles/zmskpg8>

### **Thinking about University?**

If you are thinking about a career that requires a degree, it can be useful to know what experience and qualifications you need to access particular university courses. These can be seen at:

<https://www.UCAS.com> and more details can be found on individual university websites. The "Informed Choices" document provided by the Russell Group universities is also very informative. This can be downloaded from:

<https://www.informedchoices.ac.uk>

# UCAS

# QUALIFICATIONS

## The General Certificate of Secondary Education (GCSE)

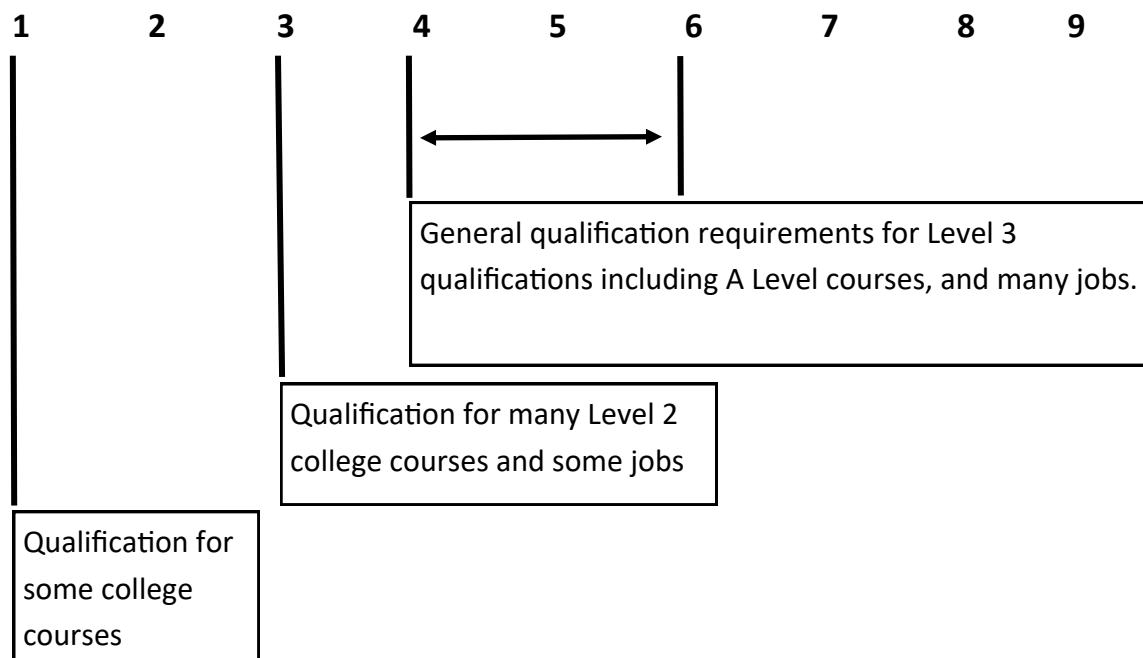
Pupils will usually be entered for a GCSE examination in each of their subjects at the end of the two year course. The examinations test understanding, knowledge, the application of knowledge, practical and other skills.

All GCSEs have a grading system of 1-9.

The government have said a Grade 5 is a 'strong pass', and Grade 4 a 'standard pass'.

In some subjects pupils of all abilities sit the same examination papers, in other subjects examination papers will be set at different levels.

Grades are awarded along the following lines:



## The impact of GCSE qualifications when applying for university:

The GCSE or other standard level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at standard level, if it isn't being offered at advanced level. The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples and requirements can differ from one university to another. It's important to check university websites for detailed requirements before applying.

Applicants to study **Medicine, Dentistry** and **Veterinary Science** are usually required to have very good GCSE results in Maths, Science and English.

Applicants to study **Teacher Training** are required to have a minimum Grade 4 in GCSE Maths, Science and English. Some universities may ask for a minimum of Grade 5.

For a degree in **English**, universities often look for applicants to have a GCSE in a modern or classical language. For a **Business** degree, sometimes a Grade 7, or more often at least a Grade 6, is required in GCSE Maths. A Grade 7 in Maths is often required for a degree in **Psychology**, and a Grade 7 in Science may sometimes be required. To study a science subject at university (including **Biology, Chemistry** or **Physics**) applicants who are not offering Maths at advanced level will often need to have achieved a minimum of a Grade 5 in Maths at GCSE.

## **NON GCSE QUALIFICATIONS:**

Please note that all courses in the lists on pages 6 and 7 are GCSE qualifications, except:

- *IT and PE, which are OCR Cambridge National qualifications - equivalent to a GCSE (see table).*

Cambridge National Grade	GCSE equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

**The details of proposed courses for 2024 - 2025 given in this booklet are correct at the time of publication, but your attention is drawn to the fact that it may not always be possible to run those courses which attract too few pupils.**

## **A Summary of the Course Planning Process**

- February : Year 10 preferences booklet issued to pupils via RHSC  
Website and emailed to parents
- 14th February : Preference form deadline**
- April : Senior members of staff interview those pupils who do not get their first choices
- May : Formal offers made to pupils
- May/June : Pupils (and parents if they wish) attend interviews with senior staff to discuss and finalise option choices

## Thinking ahead....

Once students have completed their GCSEs, they may be thinking of taking A Levels and then going on to university to study for a degree level course, higher apprenticeship or employment.

Colleges and sixth forms offer different courses and may have different entry requirements and application deadline dates. We very much hope that our students will want to study their A Levels at Reepham College. Students can look at the prospectus and view the current entry requirements at [www.reephamcollege.com](http://www.reephamcollege.com). A College Prospectus with up-to-date information will be made available for students in the September of Year 11, and we offer a range of applicant events and activities to support students with their application.

At Reepham College we specialise in A Level Courses and offer a range of subjects including; Art, Craft & Design, Biology, Business Studies, Chemistry, Computer Science, Economics, English Language and English Literature, French, Further Maths, Geography, History, Law, Mathematics, Physical Education, Physics, Politics, Psychology, Sociology and Spanish (Subjects are subject to change).

If students are considering continuing on to study at degree level, it is important that they ensure their GCSE and A Level choices support any future plans, or if they are unsure, they keep future options open.

UCAS <http://www.ucas.ac.uk/> is the organisation responsible for managing applications to Higher Education (degree) courses in the UK. If students have already thought of a career or degree in which they are interested, they may wish to look at the UCAS website, which has lots of useful information regarding A Levels and GCSEs required. As they progress to Years 10 and 11 they will also use a careers platform called Unifrog which is also used in the College.

If students require any further information regarding Reepham College or advice on using the UCAS website please contact: [cdurban@reephamcollege.org.uk](mailto:cdurban@reephamcollege.org.uk).



# **Core Subjects**

**All pupils will follow these courses.**

**English**

**Mathematics**

**Science**

**Physical Education (non-examined)**

**All pupils study for two GCSEs: English Language and English Literature. The subjects are assessed by terminal examinations; there is no coursework for either subject.**

## **ENGLISH LANGUAGE GCSE**

**Exam Board & Code - AQA 8700**

### **Course Content**

For English Language, reading and writing are equally weighted and each comprises 50% of the GCSE marks. In preparation for the examinations, pupils will learn to analyse extracts from modern and nineteenth/twentieth century fiction and non-fiction texts. Pupils are required to identify and analyse a writer's use of structure, language and viewpoint. Spelling, punctuation and grammar make up 20% of the overall marks for the GCSE English Language qualification.

### **Paper 1: Exploration in Creative Reading and Writing**

**What's assessed:** - **Section A:** Reading - one literature fiction text with questions on the writer's methods.  
- **Section B:** Writing - descriptive or narrative writing.

**How it's assessed:** Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE

#### **Questions:**

Reading (40 marks) (25%) - one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for spelling, punctuation and grammar).

### **Paper 2: Writers' Viewpoint and Perspectives**

**What's assessed:** - **Section A:** Reading - one non-fiction text and one literary non-fiction text.  
- **Section B:** Writing - writing to present a viewpoint

**How it's assessed:** Written exam: 1 hour 45 minutes - 80 marks - 50% of GCSE

#### **Questions:**

Reading (40 marks) (25%) - two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8 marks & 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### **Non-examination Assessment: Spoken Language**

The spoken element is not included as part of the GCSE but is awarded separately. To satisfy the exam board's requirements, pupils must be filmed making their presentations, with the recording submitted to the examination board for moderation.

#### **What's assessed -**

- presenting
- responding to questions and feedback
- use of Standard English

#### **Assessed:**

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

## ENGLISH LITERATURE GCSE

Exam Board & Code - AQA 8702

### Course Content

GCSE English Literature involves the study of a range of texts, including a Shakespeare play, a poetry anthology, a modern drama, and a nineteenth-century novel. Pupils must also learn the skills required to analyse unseen poetry.

#### Paper 1: Shakespeare and the 19th-century novel

##### **What's assessed:**

- a Shakespeare play
- a 19th-century novel

**How it's assessed:** Written exam: 1 hour 45 minutes - 64 marks - 40% of GCSE (closed book)

##### **Questions:**

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

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

#### Paper 2: Modern texts and poetry

##### **What's assessed:**

- a modern prose or drama text
- the poetry anthology
- unseen poetry

**How it's assessed -** Written exam: 2 hour 15 minutes - 96 marks - 60% of GCSE (closed book)

##### **Questions:**

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

**Section B - Poetry:** Pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

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

## **MATHEMATICS GCSE**

**Exam Board & Code - AQA 8300**

### **Course Content**

Mathematics is a core subject of the national curriculum and is studied by all pupils from the age of five up to sixteen. There are many reasons for this, including the role played by mathematics in many other subjects. Topics learnt in mathematics are used and developed in science, technology, engineering and economics. The language of mathematics is international. The subject transcends cultural boundaries and its importance is universally recognised.

### **Skills the Course will Develop**

As well as helping pupils to consolidate their numeracy skills, the course will also enable pupils to deal with abstract ideas. It is important that pupils are able to carry out calculations and explain their method in a logical and efficient manner. It is imperative that pupils therefore have their own calculator (preferably scientific) so that they can familiarise themselves with all of its functions.

The introduction of functional maths puts a greater emphasis on problem solving, process skills and applying mathematics in context.

Mathematics equips pupils with uniquely powerful ways to describe, analyse and interpret situations.

Pupils who are functional in mathematics are able to think independently in applied and abstract ways, can reason, solve problems and assess risk.

### **Assessment Information**

The new GCSE will be assessed by examination only, comprising of three 1 hour 30 minute papers. Two calculator and one non-calculator paper. Pupils will be awarded one of nine grades, represented by the highest level of attainment.

There will be two levels of entry:

Higher - grades 9-3

Foundation - grades 5-1

### **Career/Life Skills/Value of Subject**

Mathematics is regarded as a vital requirement for many college courses and also a wide range of jobs. Mathematics is frequently found in everyday life, including pay, tax, insurance, shopping, travel and measuring.

It is important for all members of a modern society to learn mathematics, as a habit of mind, for its use in the workplace, business and finance, and for personal decision-making.

Mathematics will enable pupils to learn skills that they will use for the rest of their lives.

Pupils should be aware that some universities are requesting a Grade 4 and others are requesting a Grade 5. This will affect their eligibility for certain institutions should they choose to continue with their education.



## **The Science Department will be running two Science courses:**

- **Double Science - GCSE Combined Science: Trilogy**
- **Triple Science - GCSE Biology, Chemistry and Physics**

### **DOUBLE SCIENCE - GCSE Combined Science: Trilogy**

**Exam Board & Code - AQA 8464**

#### **Course Content**

Pupils study the GCSE Combined Science: Trilogy course in Years 9, 10 and 11.

#### **Aims and Learning Outcomes**

This course encourages pupils to:

- develop scientific knowledge and conceptual understanding of Science
- develop understanding of the nature, processes and methods of Science
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

#### **Assessment Information**

100% written examinations.

Pupils will complete six assessments, two for each of biology, chemistry and physics and the total score from all six exams is translated into two GCSE grades.

For foundation tier students, students can achieve a grade 1-1 to 5-5, and the higher tier students can achieve a grade 4-4 to 9-9.

A grade 4-4 would represent 2 grade 4's.

A grade 3-4, would represent a student achieving a grade 3 and a grade 4 in their combined science GCSE.

Each of the papers will assess knowledge and understanding from distinct topic areas.

Each paper is 1 hour 15 minutes and makes up 16.7% of the GCSE.

Pupils are also required to complete 16 practical activities.

Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out the practical activities.

These questions will count for at least 15% of the overall marks for the qualification.

#### **Career/Life Skills/Value of Subjects**

Science is part of the core curriculum. It is a vital ingredient of a huge variety of modern careers, from hairdressing to medical work, to engineering and to animal welfare. Student can access the A-Levels from combined science GCSE's but will need grade 6-6's and above to study Science A-Levels at many colleges. A good general knowledge of Science will enable pupils to understand the ever-changing world of today.

**Mrs M Beale - Head of Science**  
**mbeale@reephamhigh.org.uk**

## **TRIPLE SCIENCE - Biology, Chemistry, Physics**

### **Exam Board & Codes - AQA 8461, 8462, 8463**

#### **Course Content**

This course is suitable to any students who have a love and passion for Science. It is ideal for students who are looking to continue Science at A-level, and those who want a medical career as a physiotherapist, doctor or nurse, veterinarian roles, engineers and laboratory technician roles, and many more. Students will learn the combined science course, with additional topics such as the eye, the kidneys, the brain, plant growth, organic chemistry, chemical testing, applications of electricity, applied forces and space.

#### **Aims and Learning Outcomes**

This course encourages pupils to:

- develop scientific knowledge and conceptual understanding of Biology/Chemistry/Physics
- develop understanding of the nature, processes and methods of Biology/Chemistry/Physics
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on Biology/Chemistry/Physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

#### **Assessment Information**

Pupils study the three separate Sciences; Biology, Chemistry and Physics in Years 9, 10 and 11. This means that each pupil gains **three** separate GCSEs in Biology, Chemistry and Physics. Students can enter the foundation tier where they will be able to achieve grades 1-5, or the higher tier where students can achieve between a grade 4-9. 100% written examinations.

**Biology:** There are two written papers and each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 minutes and makes up 50% of the GCSE.

Pupils are also required to complete 8 practical activities. Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

**Chemistry:** There are two written papers and each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 minutes and makes up 50% of the GCSE.

Pupils are also required to complete 8 practical activities. Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

**Physics:** There are two written papers and each of the papers will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour 45 minutes and makes up 50% of the GCSE.

Pupils are also required to complete 8 practical activities. Questions in the written exams will draw on the knowledge and understanding pupils have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

We normally rotate the classes and teachers, so that in the main, classes are taught by a specialist in that area of Science.

#### **Career/Life Skills /Value of Subjects**

Science is part of the core curriculum. It is a vital ingredient of a huge variety of modern careers, from hairdressing to medical work, to engineering and to animal welfare. A good general knowledge of Science will enable pupils to understand the ever-changing world of today.

**Science course overview:**

- **Double Science - GCSE Combined Science: Trilogy**
- **Triple Science - GCSE Biology, Chemistry and Physics**

**Please note that all pupils must study ONE of these Science courses**

	<b>GCSE's awarded</b>	<b>How GCSE's are awarded</b>	<b>Access to A-level Science</b>	<b>Exams</b>	<b>Time provided</b>
<b>Combined Science</b>	2	All three subject's results are used to form two grades	Suitable, pupils will need two grade 6's to continue any science at A-level	Six x 1 hour 15 minutes	9 hours a fortnight in Y10 10 hours a fortnight in Y11
<b>Triple Science</b>	3	Separate GCSE grades in each subject	Better foundation, pupils will need grade 6's in the subject/s they will continue at A-level	Six x 1 hour 45 minutes	9 hours a fortnight in Y10 10 hours a fortnight in Y11

Triple Science will be comprised of two classes and will be offered to the most able in Year 10. These would typically be students who are able to cope with the quicker pace of lesson which is needed to cover the additional content for a third GCSE. All other students will be entered for Combined Science.

If you would like further information, please contact Mrs Beale, Head of Science.

**Mrs M Beale - Head of Science**  
**mbeale@reephamhigh.org.uk**

## **P.S.H.E.E - Personal, Social, Health & Economic Education**

P.S.H.E.E aims to support pupils through their transition from KS3 to KS4 and beyond, helping the pupils fulfil their potential. It will focus on their continuing personal development and RSHE. Relationships and sex education (RSE) at Reepham High School and College (RHSC) will support the whole school aim of preparing well rounded, happy, successful individuals with fantastic futures. RSE including health education is lifelong learning about respectful relationships, sexuality, emotions, sex, sexual and mental health and well being. RSE should signpost and empower, build self esteem, safeguard young people in the modern world to help them make informed decisions at the right age and stage providing a strong foundation to be successful in life.

We endeavour to complete the topics below during Tutor time, Impact sessions, Careers days and using Personal, Social and Health Education lessons. We also aim to bring in external providers with expertise in the world of work and aid pupils through the range of the following topics.

- Careers including: colleges, training, employment post 16
- Stress and how to cope with it at 16
- Preparation for interviews
- Drugs education
- Financial literacy
- Toward success
- World of work / Work Experience
- Well-being
- Relationships and sex education

The key skills that pupils will develop are knowledge, understanding and development of oneself, and understanding of the post 16 world and how they fit into the wider world.

P.S.H.E.E also aims to work alongside other subjects, encouraging use of action planning, new learning and revision techniques, target setting, organisational skills and preparing pupils for mock exams and GCSEs in Year 11.

The P.S.H.E.E curriculum contains a unit of work on relationships. This will at times involve consideration of sexual matters. We will endeavour to notify parents in advance of this unit being taught, as parents have a statutory right to remove their child from sex education by notifying the school in writing. Please see the RSE policy on the school website for more information.

There is no examination in this course.

**Ms L Reid - Teacher in Charge of P.S.H.E.E**  
[lreid@reephamhigh.org.uk](mailto:lreid@reephamhigh.org.uk)

---

## **PHYSICAL EDUCATION**

All pupils will take two lessons of Physical Education per week in Years 10 and 11. The course will emphasise the importance of physical activity in leading a healthy, active lifestyle. The curriculum is created from a wide selection of activities, including traditional games as well as alternative sports with lessons being highly active.

There is no examination in this course.

**Mr J Easton - Head of Physical Education**  
[jeaston@reephamhigh.org.uk](mailto:jeaston@reephamhigh.org.uk)

# **English Baccalaureate Subjects**

**GCSE - Computer Science**

**GCSE - French**

**GCSE - Spanish**

# COMPUTER SCIENCE GCSE

Exam Board & Code - OCR J277

## Course Content

GCSE Computer Science course gets pupils working with real-world, practical programming techniques that give them a good understanding of what makes technology work. Developed collaboratively with teachers, industry and the wider computer science community, the GCSE has built-in progression to further studies and is recognised as developing the skills that employers value.

## Why choose GCSE Computer Science?

One of the most valuable parts of the computer science course are the skills you develop whilst completing it. Not just how to program, problem solve, use networks and understand how all the part of the computer work together but also the skills and techniques that will help you in your career, whatever you go on to do. You will learn basic project management techniques and the ability to break down complex problems into more manageable chunks. You will also gain understanding of modern technology - how to use it; how to create it; and how information is stored, transferred, manipulated and controlled.

## What will I learn?

### **Component 01 - Computer Systems (50%)**

- 1.1 System Architecture - different types of computer system and how the CPU works.
- 1.2 Memory & Storage - how text, image, sound and numbers are represented in binary.
- 1.3 Computer Networks - how data travels across networks and how the networks are set up.
- 1.4 Network Security - the risks involved in connected devices together and how to prevent them.
- 1.5 System Software - the software computers need to run and how they are used.
- 1.6 Impact of Computer Systems - the ethical, legal, cultural and environmental impact of computers.

### **Component 02 - Computational Thinking, Algorithms and Programming (50%)**

- 2.1 Algorithms - how to solve problem by following step by step instructions.
- 2.2 Programming Fundamentals - using Python to create computer games.
- 2.3 Producing Robust Programs - how to make sure the programs you create work efficiently.
- 2.4 Boolean Logic - using algebraic expressions to create algorithms.
- 2.5 Programming Languages and IDEs - how programs are created and presented to the user.

In short, you will get a solid grounding in the concepts of computer science and learn a wide range of valuable skills that will help equip you for your working life.

## Course recommendation

- A strong grasp of Maths is highly important to succeed in this GCSE subject.

## Books/Resources pupils might find useful to have access to at home

- Clear Revise OCR GCSE Computer Science J277 by PG Online
- GCSE (9-1) OCR Computer Science Course Textbook by S Robson & PM Heathcote
- Clear Revise Exam Tutor OCR GCSE J277 by PG Online

**Mrs A Peebles - Head of Computer Science**  
apeebles@reephamhigh.org.uk

## **FRENCH GCSE**

**Exam Board - Edexcel**

### **Course Content**

This course allows pupils to develop their ability to communicate with French native speakers in both speech and writing. The vocabulary in this qualification enables pupils to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Pupils develop and use their knowledge and understanding of French grammar progressively through their course of study. They also develop a greater awareness of the culture of French speaking communities and countries.

### **Skills the Course will Develop**

1. Speaking in French
2. Listening and understanding in French
3. Reading and understanding in French
4. Writing in French
5. Cultural awareness of France and the French speaking world
6. Transferable skills (Cognitive skills, Interpersonal skills, Intrapersonal skills)

### **Assessment Information:**

Paper 1 – Speaking (25%): internally conducted, recorded and externally assessed

Tasks: read aloud, role play, picture task and conversation

Paper 2 – Listening (25%)

Sections: listening, dictation

Paper 3 – Reading (25%)

Sections: reading and understanding, translation into English

Paper 4 – Writing (25%)

Questions: picture-based task (Foundation Tier only), two open-response questions, translation into French.

Please note that all skills are assessed via final exam only.

### **Career/Life Skills/Value of Subject**

Any modern language GCSE is a rewarding and enriching qualification. It provides evidence of both academic ability and practical skill which carries a value beyond the qualification alone. Language skills are valued by employers in an increasing number of fields including travel and tourism, catering, finance, journalism, law, secretarial work, sales and teaching (especially at primary level). Native speakers of English with foreign language skills are in great demand in the global marketplace. Whatever your future career path, the skills you pick up with a modern language could support your future job role, enjoyment of travel, and cultural appreciation.

**Mlle M Teillet - Head of Modern Foreign Languages**  
**mteillet@reephamhigh.org.uk**

## **SPANISH GCSE**

**Exam Board - Edexcel**

### **Course Content**

This course allows pupils to develop their ability to communicate with Spanish native speakers in both speech and writing. The vocabulary in this qualification enables pupils to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Pupils develop and use their knowledge and understanding of Spanish grammar progressively through their course of study. They also develop a greater awareness of the culture of Spanish speaking communities and countries.

### **Skills the Course will Develop**

1. Speaking in Spanish
2. Listening and understanding in Spanish
3. Reading and understanding in Spanish
4. Writing in Spanish
5. Cultural awareness of Spain and the Spanish speaking world
6. Transferable skills (Cognitive skills, Interpersonal skills, Intrapersonal skills)

### **Assessment Information:**

Paper 1 – Speaking (25%): internally conducted, recorded and externally assessed

Tasks: read aloud, role play, picture task with conversation

Paper 2 – Listening (25%)

Sections: listening, dictation

Paper 3 – Reading (25%)

Sections: reading and understanding, translation into English

Paper 4 – Writing (25%)

Questions: picture-based task (Foundation Tier only), two open-response questions, translation into Spanish. Please note that all skills are assessed via final exam only.

### **Career/Life Skills/Value of Subject**

Any modern language GCSE is a rewarding and enriching qualification. It provides evidence of both academic ability and practical skill which carries a value beyond the qualification alone. Language skills are valued by employers in an increasing number of fields including travel and tourism, catering, finance, journalism, law, secretarial work, sales and teaching (especially at primary level). Native speakers of English with foreign language skills are in great demand in the global marketplace. Whatever your future career path, the skills you pick up with a modern language could support your future job role, enjoyment of travel, and cultural appreciation.

**Mlle M Teillet - Head of Modern Foreign Languages**  
**[mteillet@reephamhigh.org.uk](mailto:mteillet@reephamhigh.org.uk)**



# **Creative and Technical Skills Subjects**

**GCSE - Art, Craft & Design**

**GCSE - Design Technology**

**GCSE - Food Preparation & Nutrition**

**GCSE - Music**

**GCSE - Photography**

**GCSE - Physical Education**

**ART, CRAFT AND DESIGN - GCSE**  
**Exam Board & Code - Eduqas C650QS**

*Specialist areas are incorporated within Art, Craft and Design may include fine art, textiles, photography and 3D*

**Course Content**

Art, Craft and Design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. This can incorporate Fine Art, Textiles, Photographic responses, 3-D and mixed media. Different endorsements and access to a variety of approaches help explore ideas, convey experiences or responds to themes or issues of personal significance.

The areas of study are very broad and cover drawing, painting, sculpture, installation, lens-based media and mixed media. This incorporated the opportunity to specialise in one or more area of Art, Craft and Design.

Art, Craft and Design offers opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe and to think, to solve problems and to communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Art, Craft and Design gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there is a career opportunity waiting for you.

Pupils will also have the opportunity to do a unit of work that explores the use of digital photography and post processing skills in Photoshop. This forms part of the requirement of Art, Craft and Design and will give pupils the opportunity to specialise in more than one area of their creative journey.

**How will you be assessed?**

There are two components:

**Component 1** Portfolio: must show evidence of working in two or more areas of study considering the distinguishing characteristics of Art, Craft and Design. This is worth 60% of your overall marks.

**Component 2** Externally Set Assignment: must show evidence of areas of study drawn from one or more of the titles. This is worth 40% of your total marks.

**What skills will you learn?**

Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas; present a personal response that realises your intentions; improve your creative skills through the effective and safe use of media, materials, techniques, processes, and technologies; successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture, use drawing skills for different needs and purposes.

**How will it fit in with your other subjects?**

Studying Art, Craft and Design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

**Where will a creative GCSE take you?**

You can continue your art and design studies at A-level, where the same specialisms are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

## **DESIGN TECHNOLOGY GCSE**

**Exam Board & Code - Eduqas - 603/1121/6**

### **Course Content**

Within Design Technology-related industries there is a deliberate move away from defining the subject by material specialism, requiring knowledge and skills across a variety of materials. The Design Technology GCSE allows candidates to learn across the spectrum while giving an opportunity to specialise in areas of interest.

The Design and Technology GCSE will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Pupils will:

- Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- Develop realistic design proposals because of exploration of design opportunities and users' needs, wants and values
- Use imagination and experimentation and combine ideas when designing
- Develop the skills to critique and refine their own ideas whilst designing and making
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- Develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- Be ambitious and open to explore and take design risks to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- Consider the costs, commercial viability and marketing of products
- Demonstrate safe working practices in Design and Technology
- Use key Design and Technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

### **Assessment information**

- NEA (Coursework) 50% (approx. 35 hours)
- Written paper 50% (2 hours)

### **Career/Life Skills/Value of Subject**

This course will help pupils to progress to A Level, vocational and degree courses. The creative and strategic skills that pupils will gain are directly transferable to industry. There is an increasing demand for high quality individuals with skills relevant to design, engineering, technical, communication, technology and media industries. This course provides the first step for a future career in design and product development.

**Miss C Geraghty - Head of Technology**  
**cgeraghty@reehamhigh.org.uk**

# FOOD PREPARATION AND NUTRITION GCSE

Exam Board - Eduqas

## Course of Study

The WJEC /Eduqas GCSE in Food Preparation and Nutrition will equip pupils with the knowledge, understanding and skills required to cook and apply the principles of food, science, nutrition and healthy eating. Whilst it provides a transition from food technology at Key stage 3, the rigour and content at GCSE is at a higher level, with a focus on theory, research and production of supporting evidence rather than a bias towards practical skills and cooking sessions.

## Practical

Practical work is an essential part of the course. Pupils will need to bring in cooking ingredients every other week. (There may be some financial support available for pupils who receive free school meals).

## Course Content

1. Principles of nutrition
2. Diet and good health
3. Food spoilage
4. The science of cooking food
5. Food provenance and food waste
6. Cultures and cuisines
7. Technological developments
8. Factors affecting food choice

## Unit Assessments (Completed in Year 11)

### **Component 1: Principles of food preparation and nutrition**

(Written examination 1 hour and 45 minutes) 50% of qualification.

This component will consist of two sections, both containing compulsory questions, and will assess the full range of specified GCSE content.

Section A: Questions based on a stimulus/theme.

Section B: A range of question types to assess content related to food preparation and nutrition.

### **Component 2: Food preparation and nutrition in action**

Non examination assessment (NEA) - 50% of qualification

The pupils will be given the opportunity to develop their knowledge and understanding of the **eight areas** of content. They will also be given the opportunity to develop technical skills through practical and experimental work, relating to exam board published briefs issued in September and November.

**Assessment 1:** a scientific food investigation of no more than 2000 words. (15%)

**Assessment 2:** a practical assessment where the pupil must plan, cook and present three dishes with accompaniments. (35%)

## Career/Life Skills/Value of Subject

Following this qualification will encourage pupils to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. There are direct links to hospitality, food manufacturing and product design.

**Mr J Baxter - Teacher of Food Technology**  
jbaxter@reephamhigh.org.uk

## MUSIC GCSE

Exam Board & Code - Eduqas C660QS

### Course Content

The GCSE Music course is suitable for any keen singer, instrumentalist or composer. You do not need to be having instrumental/voice lessons at the moment although it is recommended that you should take advantage of the free instrumental lessons provided by the school in your chosen instrument when you begin the GCSE course. It is never too late to begin learning an instrument and any pupil who has enjoyed Music up to Year 9 and has an aptitude for the subject may consider the possibility of taking GCSE Music.

**It is possible for students to opt for GCSE music if they did not opt for it in Year 9.**

Music lessons at GCSE are very different from the lessons in Lower School. The groups are usually quite small and the learning environment is much more informal. Pupils learn a lot by studying the music of others (including their own work) and discussing it within the group. This enables them to see what can be effective in musical composition and also what doesn't work. We endeavour to perform music regularly, either as a group, or as individuals.

The GCSE content for Music falls into three units, which will be taught together through a range of practical activities:

**Unit 1. Performing (30% - Coursework)** - Pupils are required to perform two pieces, one as a solo and one as part of an ensemble (group) on an instrument, or as a singer. These can be on any instrument and the two performances can be on different instruments if the pupil wishes. The performances can be in any style of music, from classical to rock/pop.

Pupils are required to provide at least 4 minutes of performances, which will be recorded. It is expected that by the end of Year 11, pupils should be working at approximately Grade 3 – 5 practical exam standard. The school will support GCSE Music Pupil tuition one half hour lesson per week (30 weeks per year) where a suitable instrumental teacher is available for the chosen instrument. Please discuss this with the Music Teacher.

**Unit 2. Composing (30% - Coursework)** - Throughout the GCSE course pupils will be introduced to a range of key composing techniques and the study of music from all styles/genres which will lead to the completion of two compositions (the first to a brief, the second is free choice). Pupils may use Cubase (a music sequencing programme) or MuseScore (a music notation programme), to complete and record their work. A basic knowledge and understanding of music theory is useful, but not essential.

**Unit 3. Listening and Appraising (40% - Exam)** - Over the period of the GCSE Music course pupils will study a range of music including pop and rock, world music, classical music and jazz styles. Pupils will also study eight musical works in detail. At the end of the course the pupil's knowledge and understanding of musical language and style will be assessed in a exam which lasts 1 hour and 45 minutes. Pupils are played extracts of selected set works and answer questions on the music, which will be short answers and multiple choice. There is also a longer question where pupils are asked to compare a piece they know with a piece they don't know. This question will require a little more writing than the other questions.

### **Career/Life Skills/Value of Subject**

This course will enable pupils to actively engage in the study of music and develop skills and interests, including the ability to make music both individually and in groups. It will also allow pupils to understand and appreciate a range of different types of music and encourage them to become effective, independent learners. The course will also develop broader life skills and attributes including critical and creative thinking, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation. It is also a good preparation for further musical study and provides a foundation for A-Levels in Music and Music Technology. Many people wish to try and work in the performing arts and music. Career and employment opportunities include the music industry, publishing, teaching, entertainment, health therapy and any job that involves communication and expressive skills. There are also many benefits from studying music which reach far beyond the subject itself. It is well documented that studying music has many educational benefits. Employers, colleges and universities generally look very favourably on music as a subject, as it suggests a person will have many additional skills.

**Mr T Corfield - Head of Music**

**tcorfield@reephamhigh.org.uk**

## PHOTOGRAPHY GCSE

Exam Board & Code - Eduqas C656QS

### Course Content

Produce images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images. Areas of study could include portraiture, installation, photo-journalism, moving image (film, video and animation) and fashion photography. Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

**Pupils who wish to study photography at GCSE level will be expected to have access to their own digital camera.** Please note, although there may be some cases where a mobile phone camera is appropriate, it is not to be used as a primary camera for taking coursework photographs.

### How will you be assessed?

There are two components:

**Component 1 Portfolio:** Pupils produce a sustained project based on internally set themes and development of technical skills, and a selection of further work that represents the course of study. This is worth 60% of your overall marks.

**Component 2 Externally Set Assignment:** This component is externally set by the exam board. It features seven tasks and you have to complete one of them. The paper is usually released in January and pupils then embark on their preparation time, culminating in a skills test of ten hours of supervised time. This is worth 40% of your total marks.

### What skills will you learn?

Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas using a range of digital and traditional photographic skills, techniques and processes.

Present a personal response that realises your intentions; improve your creative skills through the effective and safe use of digital media, materials, techniques, processes, and technologies, successfully use visual language and the formal elements e.g. colour, line, form, shape, tone, texture, use drawing skills through the camera for different needs and purposes. You will also learn how to present your work through a digital sketchbook and portfolio.

### How will it fit in with your other subjects?

Studying photography helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.

### Where will a creative GCSE take you?

You can continue your photographic studies at A-level, where the same options for digital, traditional and physical photography are available. You'll also be able to choose areas of study to specialise in. If you don't want to take your photography studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Mr A Hadden - Head of Art

ahadden@reephamhigh.org.uk

## PHYSICAL EDUCATION GCSE

Exam Board & Code - Edexcel 1PE0

### Course Content

This course will give pupils exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle. Pupils will be assessed as a performer in three sports. It will appeal to individuals who:

- have a keen interest in sport and exercise science
- take part in sport/recreation outside class time
- want to know more about the benefits of sport and exercise
- are considering a sports-related career or an A Level/higher education course in PE

### Skills the course will develop

Pupils will:

- develop their knowledge and practical skills in a range of physical activities
- examine the effects of exercise and how training can improve performance
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- appreciate the benefits of promoting 'sport for all'

### Assessment Information

The course is assessed over four components:

#### Component 1:

This is externally assessed through a written examination paper of 1 hour and 30 minutes. It will contribute a maximum of 36% towards the total marks. The paper is broken down into four areas:

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

#### Component 2:

This is externally assessed through a written examination paper of 1 hour and 15 minutes. It will contribute a maximum of 24% towards the final marks. The paper is broken down into four areas:

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

#### Component 3:

This requires practical performance in three different sports. It will contribute a maximum of 30% towards the final marks.

- One must be a team sport.
- One must be an individual sport.
- The final one is a free choice. Please ask your teacher for a list of accepted sports.

#### Component 4:

This is a Personal Exercise Programme and is 10% of the final marks.

### Career/Life Skills/Value of Subject

As well as being the ideal preparation for the A Level Physical Education course, GCSE PE allows for progression to related vocational qualifications, such as BTEC Firsts and Nationals in Sport or Sport and Exercise Sciences. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in such areas as recreational management, leisure activities, the fitness industry, the armed forces and the Civil Service.

Mr J Easton - Head of Physical Education  
jeaston@reephahigh.org.uk

# **Humanities and Social Sciences Subjects**

**GCSE - Business Studies**

**GCSE - Geography**

**GCSE - History**

**GCSE - Religious Studies**



## **BUSINESS GCSE**

**Exam Board & Code - AQA 8132**

### **Course Content**

The course consists of six units which will be studied over two academic years in Year 10 and Year 11.

**Businesses in the real world:** This section introduces candidates to issues concerning the setting up and operation of a business in the real world. It explores why people establish businesses and what forms they take. The unit looks at the activities of business and the reasons for success or failure. It encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.

**Influences on Business:** This section encourages pupils to appreciate that businesses operate in a wider external environment and explores the forces that influence business activity including changes in technology, ethical considerations, the economic climate, the competitive environment, business law and globalisation.

**Business operations:** Under business operations we begin to look at the internal running of the business, including the study of purchasing operations, quality control and customer service.

**Human Resources:** We will then move on to look at people in business. We will study the various structures a business might take and how recruitment and selection is used to find the best staff. We will also study the motivation and training of employees.

**Marketing:** Businesses have to market, promote and sell their products to be successful. In marketing, we look at how businesses identify their customers and divide them into segments in order to focus activity. We will look at market research methods and study the marketing mix.

**Finance:** The final section of the course is about financial management and control. We will look at where the money comes from to start a business and grow it. We will study the importance of cash flow and learn some of the important financial calculations that businesses use to control their performance.

### **Key skills:**

- A clear understanding of business operations and activity
- The ability to analyse key business situations
- The ability to evaluate business actions and decisions
- Teamwork and group activities
- Independent learning
- Strong mathematical ability

### **Assessment Information**

The course is assessed with two examinations at the end of Year 11. Each examination will last 1 hour and 45 minutes.

### **Career/Life Skills/Value of Subject**

All pupils leaving school will work in organisations in both the public and private sectors and it is hoped that many will at some time in their lives run their own businesses. This course is designed to introduce pupils to the essential aspects of business so that when they enter organisations they will be familiar with the structure and operation of their workplace. Our aim is to help pupils to achieve a level of business awareness that will allow them to make a valuable contribution to the organisations for which they work at a very early stage.

## **GEOGRAPHY GCSE**

**Exam Board & Code - AQA 8035**

### **Course Content**

The Geography GCSE course is based upon a study of Physical and Human Geography.

The main themes covered in Physical Geography are the changing landscapes of the UK including:

- The challenge of Natural Hazards (Plate tectonics, Weather Hazards and Climate Change)
- The Living World (Tropical Rainforests and Deserts)
- Physical Landscape of the UK (Coasts and Rivers)

The main themes included in Human Geography are :

- Urban Issues and Challenges (Mumbai and London)
- The Changing Economic World (Global Development)
- The Challenge of Resource Management (Energy)

### **Skills the Course will Develop**

A number of key skills are important to the study of Geography. Pupils will develop their ability to use an atlas, read an Ordnance Survey map and study GIS maps. They will create and interpret graphs and statistics and learn how to collect and analyse primary data from fieldwork. The use of information and computer technology will be integrated into the work throughout the course. They will learn to make decisions on important issues and develop the skills to put forward their viewpoint using supporting evidence.

### **Assessment Information**

- Physical Geography paper (35% of overall mark)
- Human Geography paper (35% of overall mark)
- Geographical Investigations: Fieldwork and UK challenges (30% of overall mark)

### **Career/Life Skills/Value of Subject**

Geography is a subject that leads to a greater understanding of the world in which we live. It encourages an understanding of different cultures of the world, together with a tolerance for the views and opinions of others.

If you enjoy the course you might decide to specialise in Geography and use it as a qualification for employment. As the world's largest industry, the tourism industry is obviously a possible choice. A Level and degree courses might lead to employment in such areas as environmental management and planning. The most popular employment area for Geography graduates is administration and operations management. Both of these areas reflect Geography's emphasis on investigative decision making and planning.

As more people now work in the service sector rather than manufacturing, employers are increasingly looking to people with qualifications in the Humanities subjects which develop an understanding of human behaviour.

**Mrs L Hunter - Head of Humanities**  
**lhunter@reephamhigh.org.uk**

## **HISTORY GCSE**

**Exam Board & Code - Edexcel 1HI0**

### **Course Content**

Pupils will study four units over the course of their History GCSE, assessed across three timed exams. During Year 10, they will study “Superpower Relations & the Cold War, and Anglo-Saxon and Norman England, which are assessed as two “mini” papers in one exam sitting. During Year 11, as part of their thematic study they look at the changing nature of crime over a 1000 year period, and then complete in-depth studies of Weimar and Nazi Germany, which are both full-length exams. There is no coursework or non-exam assessment.

### **Skills the Course will Develop**

Pupils will learn to be able to work with large amounts of historical information. As such, the skills involved include analysis of evidence through discussion, questioning and reason. It will involve organising and selecting material and communicating in an effective and structured way. As the course involves extended writing, it will help the development of writing skills, which are invaluable for post-16 study.

### **Assessment Information**

**Paper 1 (30%):** Crime and Punishment, c.1000-present day

**Paper 2 (40%):** Superpower Relations & the Cold War/Anglo-Saxon & Norman England

**Paper 3: (30%):** Germany, 1918-1939

### **Career/Life Skills/Value of the Subject**

History is a respected subject, recognised by employers for its academic rigour and development of key verbal reasoning and written communication skills. Employers are increasingly looking favourably on qualifications in the Humanities as they are subjects that develop interpersonal and organisational skills which are valuable in any workplace.

Beyond this, it is a subject that develops an understanding of people, ideas and change. It helps pupils understand the motivations and beliefs of different groups and individuals, as well as providing them with a greater understanding of the wider world. It provides a strong moral education and guides pupils towards their own understanding of right and wrong.

Our GCSE pupils often go on to higher study of the subject at post-16 and related subjects at university, including Politics, Sociology, Geography and History itself. We have had several pupils who have interviewed and secured Oxbridge places too.

## **RELIGIOUS STUDIES GCSE**

**Exam Board & Code - AQA 8062**

### **Course Content**

The Religious Studies course is based on the specification provided by AQA.

Across the two years, pupils will be following Route A. In Route A pupils must answer questions on two religions in Component 1A, and four religious, philosophical and ethical studies themes in Component 2A.

- Component 1A: The study of religions: beliefs, teachings and practices (Christianity & Islam)  
Written exam: 1 hour 45 minutes 50% of GCSE
- Component 2A: Thematic studies (a choice of four religious, philosophical and ethical studies themes)  
Theme A: Relationships and families  
Theme B: Religion and life  
Theme C: Existence of God and revelation  
Theme D: Religion, peace and conflict  
Theme E: Religion, crime and punishment  
Theme F: Religion, human rights and social justice  
Written exam: 1 hour 45 minutes 50% of GCSE

### **Skills the course will develop**

- Knowledge and understanding of some of the beliefs, values and traditions of Christianity and other religions, especially as they relate to the topics outlined above
- Debating and communication skills through engaging ethical topics
- Form well structured arguments whilst being able to consider more than one point of view, a skill which is needed for many other written based subjects
- Investigate and respond to some fundamental questions of life raised by religion and human experience
- Pupils gain the opportunity to develop their own "Philosophy for Life" by exploring their own morality, beliefs and disbeliefs

### **Assessment Information**

- Component 1A = 50%
- Component 2A = 50%
- All exams are completed at the end of Year 11

### **Career/Life Skills/Value of Subject**

This course provides pupils with the opportunity to debate philosophical questions and discuss cultural changes. Pupils can explore a range of arguments and challenge their own and others' views about the world. A GCSE course in Religious Studies is also valuable preparation for any job which involves an understanding of people in a range of contexts and environments. This is particularly true of those who hope to work in the professions that involve interacting with members of society from a range of backgrounds, such as nursing, teaching, social work, policing, journalism, etc. GCSE Religious Studies is based on an understanding of people's views, therefore employers see it as a useful and valuable qualification.

### **Further Education**

GCSE Religious Studies is acknowledged for a wide range of Humanities and Arts subjects, including A Levels such as Religious Studies, Philosophy and Ethics, English Literature, Law, Sociology, and Psychology. Further to A Levels, pupils can use this qualification to develop their academic profile by studying Theology, Anthropology and Philosophy, for example, at university level.

**Ms L Reid - Teacher in charge of Religious Education**  
**lreid@reephamhigh.org.uk**

# **Cambridge National Subjects**

**OCR Cambridge National in IT**  
**OCR Cambridge National in Sport Studies**

## **CAMBRIDGE NATIONAL IN IT**

**Exam Board & Code - OCR J836**

### **Course Content**

The OCR Cambridge National in IT (J836) equips students with essential IT skills, focusing on practical applications and problem-solving. The course covers key areas such as data management, cyber security, and project planning, with an emphasis on using software tools effectively to create, process, and share information. Students also explore the importance of IT in modern business environments, develop solutions to real-world scenarios, and learn about the ethical and legal considerations in technology use. Through coursework and assessment, the qualification prepares students for further study or careers in IT.

### **Why choose IT rather than Computer Science?**

The IT course is a more practical option for students compared to Computer Science. It allows students to complete two non-exam assessments (NEA) over the two-year course, with only one exam. The exam does not have to be taken at the end of Year 11, helping to reduce the number of exams students face in June 2027. Designed to develop applied skills for workplace and business environments, the IT course is ideal for students who are more interested in the practical use of technology rather than the technical aspects of computing.

### **What will I learn?**

#### **Unit R050 – IT in the Digital World (40%)**

An exam focusing on how IT is used in business, covering cyber security, data transfer, cloud storage, and emerging technologies.

#### **Unit R060 – Data Manipulation using Spreadsheets (30%)**

An NEA where students to use spreadsheets to organise, analyse, and presenting data to solve practical problems.

#### **Unit R070 – Using Augmented Reality to Present Information (30%)**

An NEA that introduces students to AR technology, guiding students to design and create AR products for presenting information creatively.

### **Course recommendation**

Students will spend significant time working on their NEA and therefore need a strong interest in the subject to stay motivated and produce high-quality work.

### **Books/Resources pupils might find useful to have access to at home**

Cambridge National in IT Digital Student Book (2 Years) - by David Atkinson-Beaumont, Alan Jarvis, Sarah Matthews

Cambridge National in IT Student Book with Digital Access (2 Years) - by David Atkinson-Beaumont, Alan Jarvis, Sarah Matthews

Level 1/Level 2 Cambridge National in IT (J836): Second Edition—by Mo Everett, Sonia Stuart, Richard Howe

### **Career/Life Skills/Value of Subject**

This qualification will help students to develop: • a deep understanding in the use of IT in the digital world and how to apply design tools, principles of human computer interactions, the use of data and testing, cyber-security and legislation when creating an IT solution or product • technical skills which can be used to plan, design, create, test and evaluate/review IT solutions and Augmented Reality (AR) products that are appropriate for a defined target audience and meet requirements.

**Mrs A Peebles - Head of Computer Science**  
**[apeebles@reephamhigh.org.uk](mailto:apeebles@reephamhigh.org.uk)**

## **CAMBRIDGE NATIONAL IN SPORTS STUDIES**

**Exam Board - OCR**

### **Course Content**

The Cambridge National in Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society.

The course is taught through three units, each unit having a sports focus, from Contemporary Issues in Sport, Developing Performance & Leadership and Outdoor Adventure Activities. Students' time is spent developing their practical skills and expertise which is then placed in real life sporting assignments. This offers flexible learning, as students are able to complete assignments using word processing, video evidence, PowerPoint /verbal presentations and practical demonstrations. It also provides opportunities for additional qualifications in sports leadership and sports officiating.

### **Assessment**

This is a predominantly coursework based qualification with 40% of the overall grade a compulsory examination. The exam focuses on contemporary issues and students will explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour.

The remaining 60% of the course is assessed through a combination of practical and theoretical evidence gathered throughout the year. These are graded over a number of different levels, Level 1 Pass, Merit and Distinction, in addition to Level 2 Pass, Merit and Distinction.

### **Career/Life Skills/Value of Subject**

This course would be a good choice for pupils who want to progress onto other related study, such as qualifications in Sports, Physical Education, Social-science or Media areas.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

**Mr J Easton - Head of Physical Education**  
**jeaston@reephamhigh.org.uk**





**NAME OF PUPIL:**

**TG:**

**Please return your form by Friday 14th February, see over for details.**

**CHOOSING YOUR PREFERENCES**

**1) CORE PREFERENCE**

*Please select one subject from the following:*

Computer Science  French  Geography  History  Spanish

**2) Select 3 choices from Box 1:**

*Please do not select the same subject as the one chosen in your Compulsory choice.*

**3) Select 2 RESERVE choices from Box 2:**

*The reserve choices must be subjects not already chosen in your Compulsory or first choices in Box 1.*

<b>Box 1</b>	
Art, Craft and Design <sup>1</sup> .....	<input type="checkbox"/>
Business Studies .....	<input type="checkbox"/>
Computer Science .....	<input type="checkbox"/>
Design Technology .....	<input type="checkbox"/>
Food Preparation .....	<input type="checkbox"/>
French <sup>2</sup> .....	<input type="checkbox"/>
Geography .....	<input type="checkbox"/>
History .....	<input type="checkbox"/>
IT - Cambridge National .....	<input type="checkbox"/>
Music .....	<input type="checkbox"/>
Photography .....	<input type="checkbox"/>
PE - Cambridge National .....	<input type="checkbox"/>
Physical Education .....	<input type="checkbox"/>
Religious Education .....	<input type="checkbox"/>
Spanish <sup>2</sup> .....	<input type="checkbox"/>

<b>Box 2</b>	
Art, Craft and Design <sup>1</sup> .....	<input type="checkbox"/>
Business Studies .....	<input type="checkbox"/>
Computer Science .....	<input type="checkbox"/>
Design Technology .....	<input type="checkbox"/>
Food Preparation .....	<input type="checkbox"/>
French <sup>2</sup> .....	<input type="checkbox"/>
Geography .....	<input type="checkbox"/>
History .....	<input type="checkbox"/>
IT - Cambridge National .....	<input type="checkbox"/>
Music .....	<input type="checkbox"/>
Photography .....	<input type="checkbox"/>
PE - Cambridge National .....	<input type="checkbox"/>
Physical Education .....	<input type="checkbox"/>
Religious Education .....	<input type="checkbox"/>
Spanish <sup>2</sup> .....	<input type="checkbox"/>

<sup>1</sup> Art, Craft and Design encompasses both the Fine Art and Textile specialisms.

<sup>2</sup> Your chosen language must have been studied in Year 9

**Please return your form by Friday 14th February via the QR code below. If you do not have access to a phone, PC or tablet please use the hard copy form on the reverse page.**



Important considerations:

**RHSC strongly recommends that you take a modern foreign language at GCSE if you expect to take an academic route in the future.** It shows a high level of skill and some university courses (which are not language based) require this.

**Although we welcome choice and do our utmost to accommodate pupils' preferences, Reepham High School reserves the right to decide a pupil's suitability for a course.**

**If reserves have not been completed and/or you have chosen the same subject more than once, your application will not be accepted.**