



Marshland

HIGH SCHOOL

GCSE Pathways Booklet

2025-2027

Name:

Tutor Group:

Dear Parents & Carers,

I have the pleasure of contacting you to launch our Year 9 GCSE Pathways programme. Below you will find more information on the arrangements and support available to assist students as they complete the GCSE Options process.

- Each student will receive a GCSE Pathways booklet during tutor time, full of information and guidance on subject areas. We ask that they complete this carefully, making notes and completing the back page before they enter their selections as outlined below. A digital copy of this booklet is available on the website or by email on request.
- A pathways letter will be sent to you for your child to record their choices and bring to their Computer Science lesson in order to enter their selection on Bromcom.
- Our GCSE Pathways micro-site is full of information videos recorded by our teams for each Key Stage 4 subject. These videos will be publicised to students via email link.

<https://sites.google.com/marshlandhigh.co.uk/mhspathways>

- Students will receive advice on how to enter the data about the subjects that they would like to follow at GCSE. Students will enter their GCSE Options during regular Computer Science lessons starting **Monday 17th March**.
- Should you have any subject specific questions relating to GCSEs, we encourage students to firstly approach their subject teacher, or the member of staff linked to that subject in the Pathways booklet, or request a phone call from the department. If parents and carers require any further guidance beyond this please contact me, Mr Mackett, with your questions and I will follow up and respond to you directly.
- **Year 9 Parents Evening is Thursday 24th April 2025.** If a student wishes to modify their choices following this event, the **final deadline for changes will be Thursday 1st May**. Students should speak directly to Mr Lucas to discuss this.

Thank you for your patience and support as we support students with their choices. Once the process is complete, we will be in touch later in the summer term to confirm exactly which subjects your child will be studying from September 2025.

Yours faithfully,



Mr Mackett
Deputy Headteacher
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Your GCSE Pathways

In addition to the core curriculum, students study four other subjects:

- Consider the subjects from the list below.
- Read all of the supporting information and watch the supporting videos
- If selecting an Art subject, you can only select one Art Subject (marked **)

Subjects on offer	
French	Music
Spanish	Drama
Geography *	Photography
History *	Art and Design **
Computer Science	3D Design **
Citizenship	Food and Nutrition
PE	Film Studies
Business	

- All students are required to choose **at least** one of Geography or History (marked *)
- The majority of students study a Modern Foreign Language (French / Spanish).

All GCSE subjects are graded 1-9, with 9 being the highest grade.

Reserve Choices

- Identify two reserve subjects that you are happy to study.
- If you do not select reserves, we will assume that you are happy to do any subject.
- There are limits for the number of places on many of our courses.
- Some courses may not run if not enough students are interested in taking them.

Subjects taken in Year 10 and 11

The subjects you study in Years 10 and 11 are divided into **(A)** a common core that everyone studies, and **(B)** subjects to select from.

(A) Core Subjects

These subjects are described in Section A in the booklet. The subjects are:

- English Language
- English Literature
- Mathematics
- Science (Year 10 Combined Science, may lead to Separate Sciences in Year 11)
- PSHCE (including our Citizenship and Religious curriculum)
- Students also follow Core PE

(B) Optional Subjects

These subjects are described in Section B. You need to **select four subjects** to complete your individual curriculum pathway, plus **two additional reserve subjects**.

Please consider the following points as you are selecting subjects:

- You are following the course for two years, so select subjects you enjoy and excel at.
- Rank these in order of preference (with most important subject first).
- In addition, you should identify two reserve subjects. Reserves selected must be suitable to be swapped in without issues, and the rank order entered should be carefully considered.
- It is in your best interest for your future to choose subjects in which you are likely to achieve the highest grades.
- Make sure that the subjects you choose are suitable for the career that you wish to pursue, and for Sixth Form or Further Education courses that you might wish to follow.
- It is extremely important that you research your choices very carefully, as it is very difficult to change subjects once you have started in September.
- Some subject combinations are not possible (for example you should only select either Art, Craft and Design **or** 3D Design — not both). Please check with your teachers if you are unsure.
- Select a variety of subjects if you are not sure what your future career may be.

Subjects and Key Contacts

(Section A) Core Subjects	For more info please see...
English Language	Mrs Maddocks
English Literature	Mrs Maddocks
Mathematics	Mrs Moore
Science	Miss Mowat

(Section B) Selected Subjects	For more info please see...
Art, Craft and Design	Mrs Harris
Art and Design: Photography	Mrs Norman
Art and Design: 3D Design	Mrs Swinburn
Business	Mr Hambright
Citizenship	Ms Benson
Computer Science	Mr Lucas
Drama	Mrs Dix
Food Preparation and Nutrition	Mr Goddard
French	Ms Roeder
Geography	Mr Moore
History	Miss Dye
Film Studies	Mr Hudson
Music	Mr Bell
Physical Education	Mr Swinburn
Spanish	Ms Curtis

You are also welcome to discuss any issue with your Form Tutor, your Pastoral Manager, Mr Mackett or Mr Lucas.

GCSE Pathway Checklist

Tick off each bullet point when you have completed it.

- ◇ Read the GCSE Pathways Booklet
- ◇ Think about subjects which interest you
- ◇ Think about subjects you enjoy
- ◇ Look carefully at your latest report and your grades
- ◇ Discuss your initial thoughts with your parents/carers
- ◇ Start to think about what you want to do when you leave Marshland, or what areas interest you as a career
- ◇ Think about the information you get from 'Unifrog'
- ◇ Make sure the subjects you are considering are relevant to your skills and your future progression plan
- ◇ Talk to the teachers for each subject you are considering
- ◇ Understand the skills needed for, and course demand of each subject you are considering
- ◇ Discuss your final thoughts with your parents/carers

Section A—Core Subjects

English Language & English Literature

Eduqas English Language GCSE

In Eduqas English Language GCSE you will read a wide range of texts fluently and demonstrate a good understanding of these. You will read critically and use knowledge gained from wide reading to inform and improve your own writing. Throughout the course you will be expected to develop your skills so you can write effectively and coherently using Standard English appropriately. You will acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language. You will also listen to and understand spoken language, and use spoken Standard English effectively.

Edexcel English Literature GCSE

In your Edexcel English Literature GCSE you will study **Macbeth, A Christmas Carol, An Inspector Calls** and **poetry**, developing the following skills:

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of, and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above
- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate Standard English: accurate spelling, punctuation and grammar

Section A—Core Subjects

Mathematics

AQA GCSE Mathematics

Some would say that maths can only be used in the confines of a classroom but actually it is a necessary life skill which is essential both for employment and within our daily lives.

Virtually all employers will require a solid understanding of maths, and it is a prerequisite for numerous careers including medicine and allied subjects, the sciences, engineering, computing, and finance, amongst many others.



There are 5 main themes of study:

1. Number
2. Algebra
3. Geometry & Measures
4. Ratio & Proportion
5. Statistics & Probability

These all build upon the work studied during Key Stage 3.

What skills will I develop?

The ability to solve problems is at the very heart of maths, and is why employers value the subject so highly. Maths teaches you how to draw together different techniques to enable more complex problems to be solved. It nurtures resilience and builds perseverance. It teaches you to work efficiently and accurately, but also allows you to think creatively; there are often many ways of solving any particular problem.

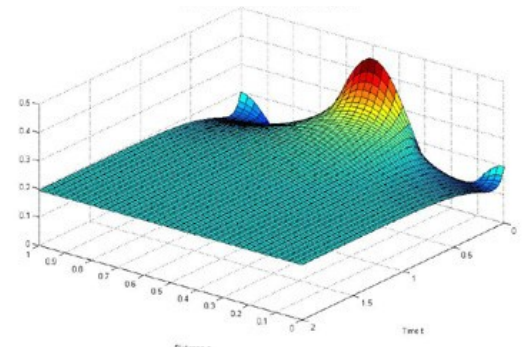
Assessment & Final Awards

The AQA Mathematics GCSE qualification has two tiers of entry; foundation and higher.

- Foundation tier—students can secure between a grade 1 and 5.
- Higher tier—students can secure between a grade 4 and 9.
- Both tiers are assessed via three exam papers; paper 1 is non-calculator, paper 2 & 3 are calculator papers.

Where next?

GCSE mathematics prepares you for A/AS level courses. Most college/sixth forms require a higher-tier pass in mathematics at GCSE. All careers need a relevant level of mathematical skills.



Section A—Core Subjects

Combined Science

GCSE Combined Science

Most students will follow GCSE Combined Science (Trilogy Pathway). This course covers a wide range of interesting and relevant topics in the areas of Physics, Chemistry and Biology.

Biology - cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance and ecology.

Chemistry - atomic structure, bonding, chemical and energy changes, organic chemistry, chemical analysis and chemistry of the atmosphere.

Physics - electricity, energy, forces, laws of motion, radioactivity, waves, magnetism and electromagnetism.

Assessment and Qualifications

Students will be awarded a total of two GCSEs for Combined Sciences. The course is assessed in six exams: two each for Biology, Chemistry and Physics. All papers are 1 hour 15 minutes and carry equal weighting. The qualification received at the end of the course is a combined grade where students will receive two grades 9-1, with 9 being the highest.

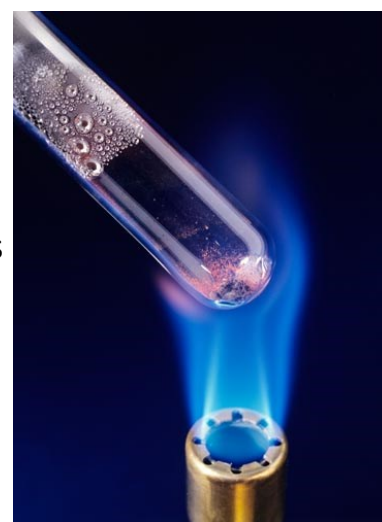
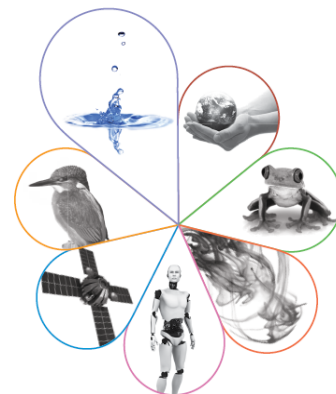
The practical element

All students are expected to complete a number of required practicals in Combined Science. Practical are linked directly to the content students are learning and exam questions can ask students about the specifics of these investigations.

Where next?

All Science courses are highly respected by both further education establishments and employers alike. Whether your next step is sixth form, College or an Apprenticeship, GCSEs in Science are highly regarded when considering students in this competitive environment. Alongside this, Science provides skills which can be applied to all aspects of life.

Although separate Sciences can support students transitioning to A-levels in Science, it is still possible to continue to A-level from Combined Science GCSE. Many college courses and apprenticeships in the local area have a science element including Engineering and Forensic Science.

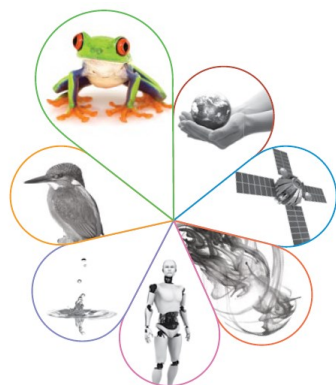


Section A—Core Subjects

Separate Sciences—Biology, Chemistry & Physics

GCSE Separate Sciences

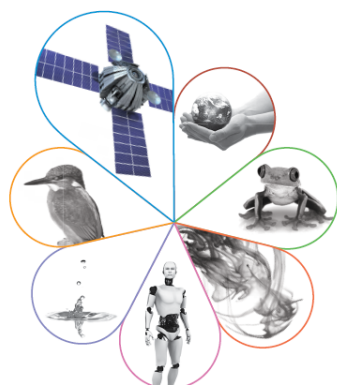
Some students follow the separate Science route, with the final decision on the students following this course decided in Year 11. This course acts as three separate GCSEs in Biology, Chemistry and Physics therefore students will achieve three separate GCSE qualifications for Science. The content of Triple Science covers the same course structure as Combined Science, but will include content and applications that bridge the gap between GCSE and A-level. This is a challenging non-modular course covering additional topics such as:



Biology - microbiology, plant infection and disease, the brain and the eye, controlling blood sugar levels, controlling water levels, Mendel's work on genetics, Wallace and Lamarck, cloning, decomposition and food security.



Chemistry - use of nanoparticles, percentage yield, titrations, cells and batteries, polymers, chemical spectroscopy and the Haber process.



Physics - static charge, pressure in gases and liquids, nuclear fission and fusion, moments, levers, gears, changes in momentum, the national grid, the solar system and red shift.



Assessment and Qualifications

The course is assessed in six exams: two each for Biology, Chemistry and Physics. All papers are 1 hour 45 minutes and carry equal weighting. Grades are awarded as a single grade for each individual subject.

The practical element

All students are expected to complete a required number of practicals in Science. These practicals are linked directly to the content students are learning, and exam questions can ask students about the specifics of these investigations.

Where next?

All Science courses are highly respected by both further education establishments and employers alike. Whether your next step is Sixth Form, College or an Apprenticeship, GCSEs in Science are highly regarded when considering students in this competitive environment. Alongside this, science provides skills which can be applied to all aspects of life. Separate Sciences is particularly valuable for anyone intending to carry on Science at A-level, leading into the many courses and careers which depend on a background in Science.

Section A—Core Subjects

Personal, Social, Health, Citizenship and Economic Education (PSHCE) including Religious Studies

Year 10

Citizenship: Preparing students for life in Britain. The main topic in Year 10 is ‘power’ and includes lessons such as ‘how Britain is run’, ‘Other systems of government’, and ‘who has power’.

PSHE: Reminding students of their responsibilities as citizens of Britain, and empower them to make decisions about their own safety. The main topic in Year 10 is ‘Health and Safety’ and includes lessons such as ‘health and wellbeing’, ‘sex and relationship’ and ‘online safety’.

Religious Studies: Improve religious literacy, enabling students to identify diverse religious beliefs, and explore their own position on faith through thinking about their experiences of life and the values of contemporary culture. The main topic in Year 10 is ‘Birth, Life and Death’ and includes lessons such as ‘fertility’, ‘abortion’, ‘marriage’, ‘discrimination’ and ‘euthanasia’.

Year 11

Citizenship: Preparing students financially for life after Marshland with students looking at next steps finance, including borrowing, debt and payslips. They then go on to look at adult finance, including different types of employment, mortgages and how to manage budgets. There are some elements of careers within these lessons where they discuss types of work.

PSHE: Reminding students of issues which they may face when leaving Marshland and how to keep themselves safe. Topics include ‘gambling’, ‘sexual harassment’ and ‘safety post-16’.

Religious Studies: Improving religious literacy, enabling students to identify diverse religious beliefs, and explore their own position on faith through thinking about their experiences of life and the values of contemporary culture. The main topic in Year 11 is ‘Global Issues’ and includes lessons such as ‘racism’, ‘poverty’ and ‘Peace and War’.

Please note: The PSHCE curriculum is reactive to the needs of the students and it is possible that the above will change.

Where next?

All aspects of the course in Year 10 and 11 enables students to deepen their understanding of the world and their place within it. It enables students to become citizens and understand their rights, alongside their responsibility in that world and some of the moral debates surrounding it.

Section A—Core Subjects

CORE Physical Education

All pupils must follow the CORE PE curriculum as a compulsory element of the timetable in Years 10 and 11. Pupils will be allocated a single period per week which is totally practical and follows the process of Physical Literacy — maximum movement and effort, with a fun-based element to increase the critical personal development of ‘soft skills’ that PE helps more than anywhere to address and enhance. These include skills such as: teamwork, learning to handle success/failure, personal confidence, physical competence, responsibility, empathy, leadership, communication, problem-solving, self-efficacy, social skills , as well as knowledge and understanding on how to access sport in ‘real life’ after school. All this helps the child to immerse themselves into the PE department and it’s lessons, increasing participation and enjoyment .

Pupils choose 1 of 4 sports per half term from the curriculum, giving students ownership of ‘mapping’ themselves through the curriculum and trying new sports or selecting ones they will enjoy most. All pupils have the chance to repeat at least one sport in the year - enabling them to master skills and become a ‘mini expert ‘ in that sport. This is purely the choice of the pupil and can do so if they wish.

There is no examination at the end of the Year 11 and no formal qualification.

Pupils throughout the year get a chance to study a range of sports including football, hockey, netball, basketball, aerobics, weight-training, boot-camp, celebrity fitness, table tennis, badminton, trampolining, OAA (Outdoor Adventurous Activities), wik cricket, athletics, rounders, and tennis.

In Year 10 the whole year group is involved in a league-based rounders competition where teams are drawn ‘out of a hat’ to compete against each other in half term six. This means everyone in Year 10 will take part in competitive fixtures, but with a fun ethos where their participation really does matter to their team.



Section A

Sources of additional information and guidance

You should make use of a range of support your options choices. Here are some examples:

Support for you:

- Discuss your options choices and thoughts with your form tutor.
- Discuss your subjects with your subject teachers; what do they think?
- Talk to your friends and family.

The National Careers Service provides a free telephone and online webchat service 8am-8pm on 0800 100 900. Perhaps give them a call with your parents.

Websites:

nationalcareersservice.direct.gov.uk	Career information, advice and guidance including career profiles for different jobs.
helpyouchoose.org	Norfolk's 14-19 careers information, advice and opportunities website for young people
www.gov.uk/become-apprentice	Information about becoming an apprentice
icanbea.org.uk	Information for young people on careers across Norfolk and Suffolk
icould.com	Career videos with information on choices

Example of activities that might help you decide:

- Reading information on websites about different subjects.
- Talking to older students, members of your family or friends.
- Doing research online about careers, and what qualifications you need to work in that career.
- Look online at Springwood Sixth Form and other post-16 providers. What courses are on offer?
- Think about and mind-map what jobs may appeal to you.

Section B— Optional Subjects

Art, Craft and Design

Art, Craft and Design GCSE is an exciting, independent and varied course engaging students in photography, drawing, painting, printmaking, sculpture, ceramics, ICT and other media as a response to broad themes. Coursework is completed throughout the course. For the final exam in April/May of Year 11, students are required to express themselves using a range of media, forming a personal response. They are also expected to keep a sketchbook for each assignment, to show evidence of the development of their ideas to final outcomes, responding to and analysing work of artists and designers who have connections with their own personal work.

The syllabus aims to give the students opportunities to develop:

- Practical skills to enable more advanced creativity and expression
- Independent investigation and analytical skills
- Cultural knowledge and understanding of art, design, media and technology
- Self-confidence, perseverance, self-discipline and commitment.

Owing to the nature of the subject and the large coursework element, in order to excel, students need to be committed throughout, be able to draw and use formal elements, be self-motivated, have good organisational skills and a personal interest in Art to excel in this course.

Assessment

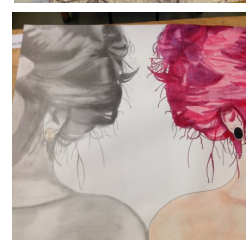
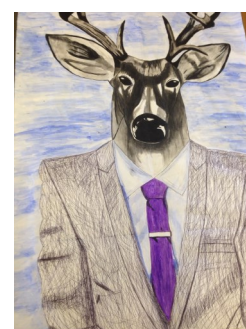
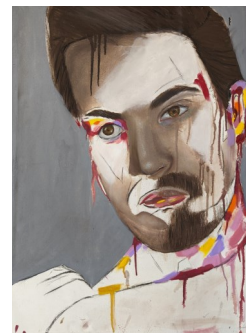
- Unit 1: coursework portfolio including two projects consisting of sketchbook work and final outcomes
- Unit 2: Controlled assessment . Final outcome in controlled assessment with sketchbook.

Furthermore, throughout the course, students' work will regularly be given feedback by their teacher. Feedback is given for: **collecting** ideas, **designing & making** artwork, **discussing, describing & assessing** your work, other students' work and the work of artists and designers; **developing** your work; **exploring and experimenting** with ideas and different materials; the use of **formal elements** line, colour, texture and shape.

Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.

Where next?

Anyone considering careers in any of the following would be strongly advised to take GCSE Art and Design: Graphics, illustration, fashion, textiles, photography, advertising, printmaking, retail buying, architecture, beauty and make-up, hairdressing, theatrical support (technician), film and television, product design, make-up artist, art teaching, art therapist, community arts worker, gallery and museum work. The course prepares students for Art and Design courses in further education colleges as well as 'A' levels. Students will also gather a work portfolio to take to college/sixth form interviews.



Section B— Optional Subjects

Art and Design: Photography

AQA GCSE Photography is an interesting course engaging students in a variety of photographic techniques, both digital and physical, as a response to broader artistic themes. The course is practical in nature, and students need to complete a volume of controlled assessment to demonstrate their progress and mastery of the subject.

Students use a digital sketchbook, and present this using the computer. They follow a design brief, planning shoots and taking photographs as a response. These images are then developed into outcomes. They document this process, and critically evaluate throughout with thoughtful annotation.

The syllabus aims to give the students opportunities to develop:

- Practical skills to enable more advanced creativity and expression
- Independent investigation and analytical skills
- Cultural knowledge and understanding of art, photography, media and technology
- Self-confidence, perseverance, self-discipline and commitment.

Owing to the nature of the subject and the large coursework element, in order to excel, students need to be committed throughout, have good organisational skills and a personal interest in Photography to excel in this course.

Assessment

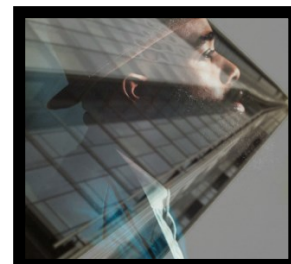
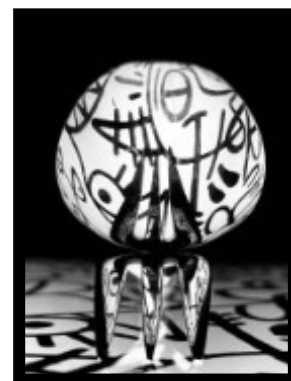
- Unit 1: coursework portfolio including two projects, online portfolios and outcomes - 60%.
- Unit 2: completes the course with a controlled assessment in April/May of Year 11. Final outcome with online portfolio - 40%

Furthermore, throughout the course, students' work is regularly assessed by their teacher. Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.

Where next?:

Anyone considering careers in any of the following would be strongly advised to take GCSE Photography: Photographer of: fashion/food/freelance/forensic/travel/environment/documentary/studio; illustration; advertising; retail buying; theatrical support; film and television; graphic design; social media.

The course prepares students for Photography courses in further education colleges as well as 'A' levels. Students will also put together a portfolio of their work to take to college/sixth form interviews.



Section B— Optional Subjects

Art and Design: Three-Dimensional Design

The Three-dimensional Design GCSE is an inspiring course during which students will take a creative journey through creating a range of three dimensional outcomes; this could include work created using hand tools, machinery, clay or CAD/CAM. All of the project work focuses on drawing, the design process, and creatively producing solutions to design problems.

Coursework is completed throughout the course. For the final exam in April/May of Year 11, students are required to express themselves and communicate their ideas through a variety of approaches, forming a personal response. Students are also expected to keep a sketchbook for each 'assignment', to document evidence of the development of their ideas to its final outcome, responding to and analysing the work of designers that have connections with their own personal work.

The syllabus aims to give the students opportunities to develop:

- Practical skills to enable more advanced creativity and expertise with practical work
- Knowledge of the creative design process and how this underpins product design
- Independent investigation, analytical skills and good communication skills
- Ability to draw and use the formal elements in Art
- Self-confidence, perseverance, self-discipline and commitment.

Owing to the nature of the subject and the strong coursework weighting, students need to be committed throughout, have good organisational skills and a personal interest in working practically to excel in this course.

Assessment

- Coursework portfolio including two projects.
- A final controlled assessment with sketchbooks

Throughout the course students' work will regularly be assessed by their teacher. Final assessment of both units takes place in June of Year 11, followed by an exhibition of work to celebrate student achievement.

Where next?:

A-Levels in Graphics, Product Design, Textiles, 3D Design. BTEC in Engineering, Diploma in Fashion and Textiles, Furniture Making, Site Carpentry, 2D and 3D CAD design. Creative Media HNC. Bench Joinery, Animation and Computer Illustration, Architecture and Interiors.

Careers in Product Designer, Architect, Fashion Designer, Graphic Designer, Carpenter, Engineer, Prop/Set Designer, Interior Designer, Game Designer, Furniture Designer, Construction Apprenticeships and Motor Industry Apprenticeships.



Section B— Optional Subjects

Business

The OCR GCSE Business course has been designed to provide an engaging and stimulating introduction to the world of business. By studying this course students will:

- Gain personal development of knowledge and skills relevant to the business world and working life
- Develop a wider understanding and appreciation of the broad range of business specialisms
- Develop people, communication, planning and team working skills

During the course students will consider:

- Being Entrepreneurial
- The Business Environment
- Promotion, Sales and Finance
- Customer Service
- Two exams based on core content knowledge



Within these units, students will explore different types of business ownership. They will also explore how businesses generate profits and measure their financial success. This will include application of mathematical calculations.

Topics of study could include:

- Brand Promotion
- Sales and Personal Selling
- The Business Environment
- Principles of Customer Service
- Introducing Retail Business



In order to succeed students will need:

- Commitment to work steadily throughout Years 10 and 11
- To produce regular class notes and meet all deadlines
- An interest in the world of business and a desire to learn about how businesses work
- Sound basic mathematical skills

Assessment

Business Studies is assessed with two exam papers worth 50% each. Each exam is 90 minutes long.

- Paper 1 is 'Business activities, marketing and people management'
- Paper 2 is 'Operations, finance and influences on business'

Where next?

The course could provide a starting point of a route to employment in many of the diverse areas of business, including marketing, finance, customer service and human resources.

In addition it could lead on to further study of other Level 2 and Level 3 vocational qualifications such as BTEC Level 3 in Business and A Level: Business Studies.



Section B— Optional Subjects

Citizenship

The study of AQA GCSE Citizenship prepares students to become active citizens of democracy, and allows students to apply their learning to real-life scenarios on both a local and global scale. Students will be able to take a critical approach to learning about democracy, government, British values and also how to be active participants in modern British society. Students learn about the workings of UK Parliament, accountability, human rights and civil liberties, key features of a democracy and how the justice system links.

Citizenship will provide the opportunity for students to work individually to develop their own knowledge and also encourages students to work with others and take part in group activities to bring about change.

Studying citizenship will show students how they can become young advocates in their local, national and global community. It is important that students develop skills which will help them become active citizens for life.

The syllabus aims to give the students opportunities to develop:

- Analytical skills.
- Looking at real life examples and applying understanding.
- Research skills to uncover impact of governmental choices.
- Confidence to question and independent study.

Assessment

- Paper 1: Section A: Active citizenship; Section B: Politics and Participation. 1 hour 45 minutes. 80 marks. 50% of GCSE
- Paper 2: Section A: Life in modern Britain; Section B: Rights and responsibilities. 1 hour 45 minutes. 80 marks. 50% of GCSE

Throughout the course work will regularly assessed by the teacher.

There will be opportunities for independent or group projects to support understanding.

Where next?:

Citizenship can be taken as an A-level.

The skills gained from GCSE Citizenship can support students moving forward as they will have experience of independent study and analysis. Citizenship will also provide a better understanding of the society around them, their rights and responsibilities as a citizen.



Section B— Optional Subjects

Computer Science

Computer Science has real relevance in modern society, and as computer technology continues to advance rapidly, gaining a GCSE in Computer Science simply makes sense. This course gives you an excellent opportunity to investigate how computers work, how they're used, and to develop computer programming skills. It will help you learn about critical thinking, analysis and problem solving. The course looks at the components of the computer and how they work; computer networks and how we secure computers from threats. It also considers the ethical, legal, cultural and environmental use of computers and technology.

Component 1 - Computer Systems (written exam). The unit teaches the theory of how a computer works. It looks at the Central Processing Unit, Memory and storage, data representation, wired and wireless networks, network topologies, system security and system software.

Component 2 - Computational Thinking, algorithms and programming (written exam). The unit focusses on algorithms, programming techniques, computational logic and translators.

Component 3 - Practical Programming (Programming Task). The programming aspect of the course where students design, implement and test a program written in Python to solve a problem.

Assessment

Exam paper 1 - 1 Hour and 30 mins - 50%

Exam paper 2 - 1 Hour and 30 mins - 50%

In order to succeed students will need:

- Commitment to work steadily throughout Key Stage 4 producing regular coursework and meeting all deadlines
- Interest in the use of Computing in all aspects of life
- Sound basic knowledge of Computing skills and techniques
- A good understanding of mathematical concepts and logic
- Desire to succeed in an interesting but demanding course

Where next?

If you take GCSE Computing and go on to study at A Level or university, you'll have an advantage over fellow students who are starting the subject at these higher levels. The increasing importance of Computer Science means there'll be a growing demand for professionals who are qualified. The course is also excellent preparation if you want to study or work in areas that rely on these skills, especially where they're applied to technical problems including engineering, financial and resource management, cyber security, science and medicine. Roles can include Computer Programmer, Database administrator, Game Developer, Network Engineer, System Analyst, System Design, Cyber Crime Prevention, Networking.



Section B— Optional Subjects

Drama

Students study Eduqas GCSE Drama, experiencing different aspects of Drama and practical exploration. The 40% coursework element is split into 10% practical - where students create their own performance, and 30% written coursework based on the creation and evaluation of their performance. The remaining 60% is achieved through two examinations, 40% from a written paper and 20% from a scripted performance to a visiting examiner. The syllabus includes practical drama work, a written report, and a written exam at the end of the course.



The practical work may involve:

- Acting
- Scripted performance
- Physical theatre
- Improvisation
- The study of theatre practitioners: Paper Birds, Stanislavski, Brecht, Artaud, Commedia Dell'arte and Frantic Assembly
- The study of genres: Verbatim, Naturalism, and Theatre in Education
- Technical Support— Lighting/Sound/Costume/Hair and Make-up/sets and props.

There are written components throughout the course. Written coursework will involve reports about the practical work you have undertaken during the devised and scripted performances. The final examination is a written paper on a study of a scripted play.

Assessment

Component 1 - 40% Devised performance examination with a performance report internally assessed and externally moderated
Component 2 - 20% Scripted performance externally marked
Component 3 - 40% External written examination externally set and marked



Where next?

This course qualifies you for A/AS level courses in Drama and Theatre Studies. It can also help you get into college to do a performing arts or acting course. With further training you could go on to study drama or performing arts at university / stage school. Drama can help you with confidence and teamwork, so even if you do not go on to take drama at college or Sixth Form it can help you in many ways. This course provides you with many employment opportunities: as a Barrister, Broadcast Journalist, Copywriter, in the world of media and performing arts, teaching, stage management and much more. It also shows employers that you have skills such as team work, communication, presentation confidence and commitment.

Section B— Optional Subjects

Film Studies

Eduqas GCSE Film studies enables learners to explore films in a coherent way, cumulatively developing knowledge and understanding of:

- how films are constructed – through cinematography (camerawork and lighting), mise-en-scène (how sets, locations, props and costume are used in film), editing and sound
- how films are organised into structures – genre (different kinds of film) and narrative (how films tell stories)
- how films can be used – artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation)
- how learners make sense of film through exploring a film's relevant contexts (social, cultural, historical, political and institutional), through an awareness of key aspects of the history of film and through specialist writing on film

What will students analyse?

Students critically analyse films such as: Slumdog Millionaire, Skyfall, Tsotsi, Singin' in the Rain, Grease and The Hurt Locker.

Why take Film Studies?

Film Studies allows students to explore the world around them through a different medium other than a text. The skills that are developed through analysing Film are cross curricular and develop a student's overall analytical ability. The themes and ideas studied have a wide range of links to other subjects such as English, History and Languages. It is an option that broadens horizons and skills ready for the modern world.

What will students create?

Students will have the opportunity to research, plan and create their own film sequence based on a specific genre. They will need to consider their own choices and will use the editing software and facilities in our media room to craft their own short sequence of a film! They will work with other students in a group but will take individual control of everything ranging from camera shots and angles to body language and aesthetic choices.

Assessment

- Paper 1: Key Developments in US film 1 Hour and 30 minutes: 35%
- Paper 2: Global Film: Narrative, Representation and Film Style 1 Hour and 30 minutes: 35%
- Production: Non exam assessment 30%

Where next?

Studying Film enables you to see the world in a different light and develop a wide range of transferable skills for further education, work and life including: Creative and critical thinking, analysis, research and more!



Section B— Optional Subjects

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is a creative course which focuses on the theoretical aspects of nutrition along with practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the chemical characteristics of food.

Food preparation skills are integrated into five core topics:

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



Assessment

Written exam (50% of the grade)

Food investigation and food preparation assessments (50%)

The written exam has questions about the five core topics. Students will need to feel comfortable learning about food science, including topics such:

- enzymes and microbes
- food provenance
- food processing and farming

Coursework 1: Food Investigation — worth 15% of the GCSE

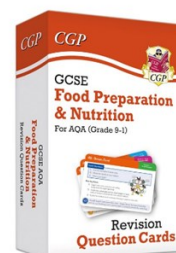
Demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. The practical investigations coursework has a word count requirement of 1500-2000 words.

Coursework 2: Food Preparation Assessment — worth 35% of the GCSE

Demonstrate expert knowledge, skills and understanding in relation to the planning, preparation, cooking, and presentation of food. Students will deliver a final menu of three dishes within a single period of no more than three hours. This is supported by approximately 20 pages of research, planning and evaluating.

Where next?

A-level Food and Nutrition, Level 3 Nutrition and Food Science, Hospitality or Catering BTEC qualifications are just some of the routes that students might consider as a natural progression.



Section B— Optional Subjects

French

Edexcel GCSE French offers the students the opportunity to build on their KS3 vocabulary with a combination of some new topics alongside more familiar ones. The course continues to develop the four main skills of speaking, listening, reading and writing but will go into greater depth. Students will learn how to manipulate structures, predict language and express their points of view in a variety of ways and in the past, present and future.

The course covers set themes including: Media and technology, travel and tourism, my personal world, lifestyle and wellbeing, studying and my future and my neighbourhood.

On the course we will be using elements of all four skills in every lesson through a variety of activities such as reading comprehensions, literary texts, listening comprehension tasks using sound files and videos, regular vocabulary quizzes, role plays and writing tasks, such as describing a picture or an event. Learning at home is supported through a range of free online resources.

Assessment

The course is assessed through four exams of equal weighting (25% each):

- Speaking (assessed by the teacher, but graded by the exam board)
- Listening
- Reading
- Writing

The exams are tiered into foundation and higher levels.

Foundation Grades 1-5 with 5 being the highest

Higher Grades 4-9 with 9 being the highest



Where next?

Following this course, students can take further qualifications, including A-Level French.

Students will also develop communication skills in another language, leading to jobs in engineering, business and marketing, hospitality, translation, ICT, law, international aid worker, diplomatic service officer ...the world is your oyster when you learn another language!

Employers look for people who can speak another language, as it shows they have excellent communication skills.

Section B—Optional Subjects

Geography

Students within Geography study the AQA 8035 specification, with three main components:

Component 1: Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. It aims to develop understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, the need for management strategies governed by sustainability; and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Component 2: Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of contexts and at a range of scales. These include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). It aims to develop understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Component 3: Geographical applications, fieldwork & Geographical skills

The Geographical applications unit is synoptic meaning students will be required to draw together knowledge, understanding and skills from the full course of study to demonstrate their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise with a clear link between the subject content and geographical enquiries. Enquiries can be based on any content addressed in the units above. Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

Assessment

Component 1: Written examination: 90 minutes – 35% of qualification

Component 2: Written examination: 90 minutes – 35% of qualification

Component 3: Written examination: 75 minutes – 30% of qualification

Where next?

Prepares you for:

- A-level geography, sociology, psychology, philosophy, law, business studies, economics, and BTEC Leisure and Tourism
- Careers in: armed forces, education, social work, travel industry, journalism, surveying, architecture, environmental sector

Section B—Optional Subjects

History

GCSE History offers students the opportunity to develop the ability to ask relevant questions about the past and to investigate them critically using a range of sources from a historical context. Students will also be able to see that their historical knowledge and skills can help them understand the present and the ever-changing world in which they live. Why study history?

Because it's great news for your future!

The course is motivating, interesting, varied and challenging, covering:

Topics	Percentage of
--------	---------------

- | | |
|---|-----|
| • Crime and punishment c1000–present | 30% |
| • Whitechapel 1870–c1900 | |
| • Anglo-Saxon and Norman England c1060–88 | 40% |
| • American West c1835–c1895 | |
| • Weimar and Nazi Germany 1918–39 | 30% |



Assessment

The course is assessed through 3 external exams.

Where next?

This course prepares students for a range of Level 3 courses including AS/A Level History.

Employers value the research, analytical, teamwork, and communication skills that are developed by History students.

Jobs directly related to History include:

Heritage manager
Historic buildings inspector/conservation
Museum education officer
Museum/gallery curator
Museum/gallery exhibitions officer
Teacher

Jobs where History would be useful include:

Academic librarian
Archaeologist
Archivist
Broadcast journalist
Civil Servant
Editorial assistant
Solicitor

Section B—Optional Subjects

Music

EDUQAS Music GCSE offers a broad and coherent course of study, encouraging learners to develop performance skills both individually and in groups, composition skills, and engage actively in the study of two set works.

You will:

- Compose 2 pieces of music, either on Cubase or on live instruments
- Study 2 set works in detail (*Africa* by Toto, and *Badinerie* by J.S. Bach)
- Use performance opportunities in our termly concerts, as well as performing in class
- Explore various areas of the music industry to further expand career prospects

The course is accessible to any students interested in composing, producing, and performing, as well as having a general interest in learning about the subject as a whole. DJing and 'realising' music also count towards performances. If students currently do not play an instrument, starting GCSE Music in Year 10 is a perfect opportunity to begin learning one. Subsidised peripatetic lessons are available for KS4 Music Students.

Assessment

PERFORMING (30%) – Coursework

Students perform 2 songs, one as a solo, and one as a group. Performances may be 'realised' using Music Technology instead of doing actual live performances. One performance must relate to one areas of study.

COMPOSING (30%) – Coursework

Students compose 2 pieces, one piece is a response to a brief issued by the exam board. The second piece will be the students' own free composition. Compositions may be created using instruments or Music Technology.

APPRAISING / LISTENING (40%) – Written exam

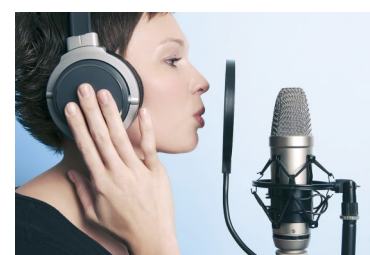
Students will listen to extracts and answer questions relating to the 4 areas of study:

- Structure & Form
- Music for Ensemble
- Film Music
- Popular Music

There will be a focus on one or both of the 2 set works: *Badinerie* by J.S. Bach & *Africa* by Toto.

Where next?

Music can lead to a wide range of careers in the music industry including performing, recording, production, broadcasting, band management, journalism, music therapy, teaching and many more. Beyond secondary school students will be likely to progress on to a Music / Music Technology A-Level course, or a Level 3 vocational qualification in Music, technology or Performing Arts. These qualifications can lead to degree-level study in more focused areas such as Composition, Production, and the Music Business.



Section B—Optional Subjects

Physical Education

When opting for GCSE PE you start with units of work based around 'Applied Anatomy' and 'Physiology'. PowerPoint resources help students learn within the classroom environment, and our virtual PE learning platform called 'The Everlearner' is available to support beyond the classroom. This is designed to supplement with independent learning opportunities, key knowledge acquisition, revision for tests and homework.

It is important to note that a successful candidate for the PE course will already be a member of a club 'outside' of school, for example, hockey team, netball team, horse riding school, athletics squad, dance school, football team. Being a mini expert in one sport (students need 3 sports to be assessed for the practical element) is seen as an important requirement. Students also need to be aware that time needs to be spent on practical opportunities and clubs that are offered through extra curricular clubs.

Students will study a range of sports including football, hockey, netball, table tennis, trampolining, cricket, athletics, handball, basketball, badminton and tennis. The definitive list of sports can be found within the subject specification, and you are welcome to discuss this with your teacher.

Topics and themes explored include:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sport psychology
- Socio-cultural influences
- Health, fitness and well being



Assessment

Two written exams	- 60%
Personal exercise plan (PEP)	- 10%
Practical assessment (x3)	- 30%

Based on three sporting activities assessed continually throughout the course and verified by external moderation in Year 11. Sports followed need to cover the following criteria: one team sport, one individual sport and one other (either team or individual). Students will follow the two year scheme of work (practical) as a class, and be put into a sport to study. There is not a free choice.

Where next?

The course leads on to further L2 and L3 qualifications, including: A level PE, BTEC National Diploma, BTEC coaching courses, uniformed services. Following further study, students could progress to employment in a related field, such as physiotherapy, leisure management, sports instructors/coaches, dieticians, nutritionists, and sports psychology.

Section B—Optional Subjects

Spanish

Edexcel GCSE Spanish offers students the opportunity to build on their KS3 vocabulary with a combination of some new topics alongside more familiar ones. The course continues to develop the four main skills of speaking, listening, reading and writing but will go into greater depth. Students will learn how to manipulate structures, predict language and express their points of view in a variety of ways and in the past, present and future.

The course covers set themes including: Identity and culture; local area; holiday and travel; school; future aspirations, study and work; international and global dimension.

On the course we will be using elements of all four skills in every lesson through a variety of activities such as reading comprehensions, literary texts, listening comprehension tasks using sound files and videos, regular vocabulary quizzes, role plays and writing tasks, such as describing a picture or an event. Learning at home is supported through a range of free online resources.

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Space for notes

Section C—Making Your Selections

GCSE Guided Choices Questions

Use the space below to write down any questions you need to ask your teachers, tutor, Mr Mackett or Mr Lucas

Subject	Question	Answer



Marshland HIGH SCHOOL