



**KS4
GCSE Pathways
2017**

**KS4 GCSE Pathways Evening
Monday 20 February at 4.15pm**

PATHWAY CHOICES

Dear Student and Parent/Carer

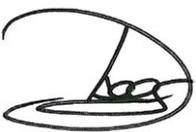
I am very pleased to present to you our Key Stage 4 curriculum booklet for the academic years 2017. **Please keep this booklet in a safe place as you will need to refer to it in the coming months.**

I am fully committed to ensuring that all students have equality of opportunity and access to the curriculum. However, this does not mean that all students will follow the same number of subjects to the same examination level. Students will be guided to select a combination of subjects that are best suited to them as individuals. Senior staff and Form Tutors will therefore be available to help students make the best choices.

The following pages give general information about the Key Stage 4 Curriculum and outline the content of the courses on offer as well as providing information on 'How to Make Your Choice'. We will make every effort to accommodate students' and parents' wishes, although we cannot always guarantee to meet first choices. **The final selection of subjects remains Saxmundham Free School's responsibility.**

This booklet should be read in conjunction with the student's reports, and final choices should take into account the advice given by teaching staff. Partnership is the key to our students' achievements and we hope that parents/carers will take the opportunity to discuss option choices with their child.

Yours sincerely



Mr D Lees
Headteacher

HOW THE CURRICULUM IS ORGANISED AT KEY STAGE 4 IN YEARS 10 AND 11

THE CORE CURRICULUM

All students, irrespective of pathway, will follow the same core curriculum. The details of which are summarised below:

	Qualification/Curriculum Content	Awarding Body
English	English GCSE English Literature GCSE	Edexcel
Mathematics	Mathematics GCSE	Edexcel
Science	Two Science GCSE qualifications	AQA
Physical Education	Core PE which is non-examined and focused on healthy lifestyle and exercise	N/A
PSHE (Personal Development) and Philosophy and Ethics	This is a non-examined subject and covers statutory curriculum content: sex and relationships, drug education, careers education and preparation for work/further education etc. It also covers religious education and British Values in the 21 st century.	N/A

THE OPTIONAL CURRICULUM

All students will take two options choices from the range of subjects on offer.

HOW KS4 OPTIONS RELATE TO UNIVERSITY APPLICATIONS/CAREERS

Subject	Career/Educational Progression
English	English forms a suitable basis for a wide variety of university courses and can lead to careers in advertising, law, personnel, publishing, marketing, teaching, administration, politics, journalism, and the media, for example.
Maths	Mathematics is a key subject for the majority of careers and a grade 5 pass in mathematics is a pre-requisite for many colleges and universities. Students could go on to study Maths at A Level or University or use their subject knowledge to complement a wide range of other areas of study or employment; for example, science, computing, geography, law, technology, education and physiotherapy.
Science	Studying any of the courses offered in Science provides numerous career and further education opportunities including BTEC, NVQs and A levels. Students can go on to study medicine, pharmacy, physiotherapy, education, forensic science, engineering, veterinary care, astronomy and many other Science based courses at University. It will also complement careers in law, technology, computing and journalism.
History	History links well with most subjects. It provides a good foundation for further study at Advanced Level. The study of History can also lead to careers in banking, law, retailing, accountancy, journalism, advertising, the Civil Service, politics, computing, teaching, administration and personnel work. GCSE History shows that you have good written, oral and analytical skills, which are all things ALL employers want to see.
Geography	Geography is very flexible and uses skills from many other subjects to help you to understand the world around you. It provides you with the ability to see a balanced point of view about current issues. People with a qualification in geography can be found in a wide variety of jobs including accountancy, banking, travel and tourism, environmental planning, retailing, estate agency, archaeology, environmental science and many more. It is useful in other jobs, such as administration and personnel work as employers value the flexibility of thought and decision making skills that Geography provides you with. As well as preparing you for future jobs and education, Geography enables you to understand the issues of a complex world.

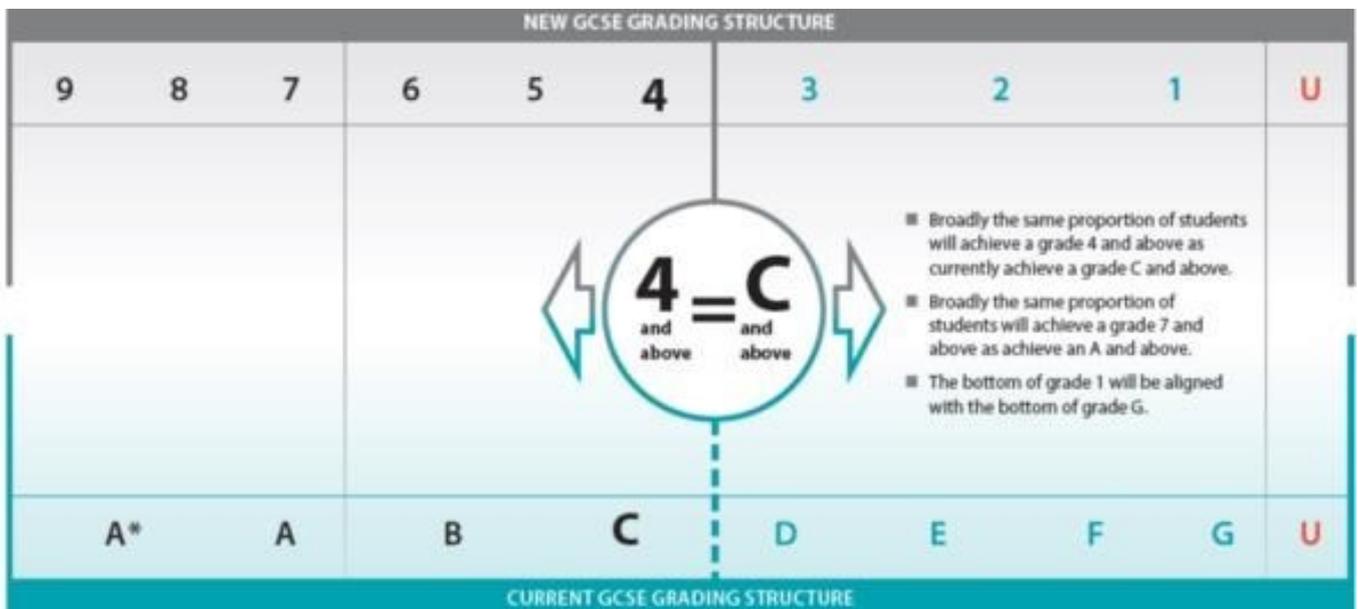
Subject	Career/Educational Progression
Languages	Language skills are a useful addition to a curriculum vitae considering that many major companies offering employment in the UK have links with Europe and French is widely used in travel and tourism. A GCSE can be the foundation for further study in French at a higher level. Language skills can lead to careers in interpreting, translating, civil service, secretarial services, sales, marketing, engineering, accounting, insurance, banking, tourism, broadcasting, journalism, library work, airline services etc.
PE	Possible career routes are endless; sport is one of the fastest growing industries in the current world and shows no signs of declining in future years. Current job opportunities include teaching, development officers, physiotherapy, the armed forces, coaching and sports administration and management.
Art	This course offers natural progression to Advanced Level in Art which are recognised for entry to a variety of degree courses. It equips pupils with a portfolio of work to fulfil the requirements for entry to University courses. The folder of work and sketchbooks produced can be helpful in gaining employment or further study in the areas of commercial/graphics studios, publishing, theatre and stage design, architecture, product design, applied design, manufacturing, fashion industry, textiles, computer technology in industry/film/video links, and television.
Drama	Many employers recognise the communicative and interpersonal skills that pupils acquire on a drama course. Primarily this course aims to use drama to give you the confidence to conduct yourself with empathy and maturity in the world in which you live. It does this by teaching you how to make meaning of the world through drama. You will be able to use drama skills in different aspects of your life – both personally and professionally.
Music	Music is a good choice for those who play an instrument or take singing lessons as it fits well with any combination of subjects and provides a course involving practical and analytical skills. Music is also highly regarded as an academic qualification for entry to other University courses. A qualification in this subject is a great asset for anyone contemplating a career in music or teaching. Careers in music include performing, teaching, composing, music therapy and the recording industry.
Computer Science	GCSE Computer Science helps you think about how technology is created. You will develop skills that colleges, universities and employers are looking for – and they'll prove valuable for the rest of your life. GCSE Computer Science goes really well with lots of other subjects, especially the sciences, fashion, textiles, music, maths and art and design.

THE NEW GCSEs

GCSEs

GCSE stands for General Certificate of Secondary Education. It is the official certificate for all 16 year old pupils in England and Wales. The majority of the new GCSEs are assessed 100% through examination at the end of Year 11. There are however a minority of GCSEs which have some form of controlled assessments which take place over the two year course and make up a percentage of the final grade. These assessments take place in lessons with teacher supervision and often involve some element of being completed under exam conditions.

The main differences are that the new GCSEs are designed to be more rigorous in content with more emphasis on end of course examinations and they are also graded 9-1 rather than A*-G. Below is a diagram that shows how the numbers equate to the A*- G grading system on the traditional 'old style' GCSEs.



WHAT DO THESE CHANGES TO THE NEW GCSEs MEAN FOR STUDENTS AND THE OPTIONS PROCESS?

- The new GCSEs are more examination centred than ever before, with an increased emphasis on the final examination at the end of Year 11. There are less subjects with continual assessment or controlled assessments.
- Be aware that GCSE subjects that have traditionally been very practically orientated (e.g. Drama and PE) have had an increase in importance towards the written examination. Make sure you check exactly how each GCSE you are interested in is assessed.
- Most of the new GCSEs have three examinations at the end of Year 11; think about how many final examinations you will have when making your choices.
- The new GCSEs are going to be harder than the old GCSEs, especially the core subjects.

HOW TO MAKE YOUR OPTION CHOICES

SOME DO'S AND DON'TS WHEN MAKING YOUR CHOICES

DO	DON'T
Choose courses in which you are likely to achieve success.	Choose subjects just because your friends are choosing them.
Choose courses you are interested in and which you are likely to enjoy.	Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.
Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.	
Remember that all courses are of an equal standard and value.	
Choose courses that fit with your future needs.	
Look carefully at the balance of subjects being considered. It is important to take into account the workload that subject choices will entail. Some subjects will require more reading and writing than others, whereas some subjects offer a practical element, e.g. Art and Design, Drama and Music.	
Pay attention to the method of assessment and choose a subject where you know you can obtain a high percentage of marks.	
Talk to your parents/carers, your teachers and careers staff. Although they will not want to make the decision for you they will each have an important perspective.	

WHAT DO WE DO IF OPTION CHOICES ARE OVER OR UNDER-SUBSCRIBED?

- As options are ranked in priority by each student the school will review this and may make a decision based on this information.
- If the school is unable to run a subject that a student has chosen their next ranked choice will be upgraded in priority.
- Random selection for an oversubscribed course is a last resort.
- Reserve choices are often important as subjects can be over or undersubscribed.

OPTION SUBJECT COURSE OUTLINES

GCSE	PAGE
ART AND DESIGN	8
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FRENCH & GERMAN	10
GEOGRAPHY	11
HISTORY	12
MUSIC	13
PHYSICAL EDUCATION	14
DESIGN & TECHNOLOGY	15
TRIPLE SCIENCE	16
COMPUTER SCIENCE	17

ART AND DESIGN

LEAD TEACHER:
Examination Board:
On the net:

Miss Nice
Edexcel
<https://qualifications.pearson.com>

CURRICULUM CONTENT

The course chosen is the Edexcel Specification, as we believe it offers a sound structure for you to follow, with the flexibility to explore your own ideas as you gain confidence and understanding. You will be required to keep a **Work Journal** which will form a substantial part of your coursework. Within this work journal you will be expected to produce work in school, at home and on visits. It is a **mandatory** requirement of the course and must be looked after and treasured.

GCSE Art and Design is all about developing visual ideas and for those that enjoy making practical pieces of artwork. The main areas are drawing and painting, mixed-media, printmaking and sculpture.

An enquiring mind and a willingness to learn new techniques are essential. You will learn about significant artists and designers from the past and about contemporary artists. The skills you learn will be varied. Among them will be a working knowledge of the materials, practices and technology of art and design, the skills to analyse and experiment and how best to move your ideas forward.

Thinking skills will be developed alongside the practical activities to encourage creative thinking. Students become aware of art theory and wider cultural influences. Students keep a work journal, to explore themes and develop personal responses for projects. The subject is studied as a way of both recording and communicating ideas. The course is structured to allow students with contrasting skills to access the same level of success; diversity and creative individuality is encouraged.

The Art Department aims to build artistic confidence by teaching students how to research artists and ideas, develop drawing skills, experiment with materials to identify their strengths, practise working on outcomes in 2D and 3D, and to learn presentation techniques.

All work is internally assessed and externally moderated. Students are invited to view their work in an end of year summer exhibition.

BREAKDOWN OF MARKS

Component 1: **The Personal Portfolio** is worth 60%

Component 2: **Externally Set Assignment** is worth 40%

Most students have heard the daunting rumours of 10-hour exams in Art...this is true, but must be understood in the correct context! Externally set assignment papers containing a theme and a variety of starting points are issued in January of Year 11. Candidates then interpret the theme in a project that addresses the above assessment objectives. They have the whole Lent term to develop their ideas and produce a plan for a final piece of their choice. The 10-hour assessment is used to complete their outcome across two days. Students are entirely in control of their work at this point and have access to all preparatory work. The whole project accounts for 40% of the GCSE.

GENERAL INFORMATION: It is not just about being "good" at drawing or painting, it is about having an interest in all things visual and wanting to learn more.

DRAMA

LEAD TEACHER:
Examination Board:
On the net:

Mrs MacDonald-Fawcett
OCR
www.ocr.org.uk

CURRICULUM CONTENT

Component 01/02

Devising Drama

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Component 03/04

Presenting and Performing Text

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in or design for two performances from one text. Students will be required to produce an accompanying document, which outlines their intentions for and approach to the performance showcase.

Component 05

Drama Performance and Response

This component requires students to study text and performance.

For Section A, students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed. In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

BREAKDOWN OF MARKS

Devising Drama Controlled assessment worth 30% of the total GCSE grade.

Presenting and Performing Plays and Texts Examination worth 30% of the total GCSE

Drama Performance and Response Examination worth 40% of the total GCSE

GENERAL INFORMATION

GCSE Drama will equip you with a wide range of transferable skills, many of which will prepare you for the outside world. Drama students develop a huge range of interpersonal skills and are widely acknowledged as being excellent communicators. Lessons will provide you with a forum to develop your leadership skills and you will gain an understanding of how to work effectively with others. Drama will allow you to improve your self-confidence whilst developing your own creativity. You will be given the opportunity to develop an understanding of a range of performance styles and hopefully a lasting enjoyment and appreciation of theatre.

Opportunities For Field Work and Trips: There will be a number of trips over the two-year course, which will provide you with the opportunity to experience first-rate professional theatre.

FRENCH & GERMAN

LEAD TEACHER:
Examination Board:
On the net:

Mrs Morton
AQA
www.aqa.org.uk

CURRICULUM CONTENT

The topics you will study are:

- Family, friendships, technology, leisure and customs;
- Home town, social and global issues, travel and tourism;
- School, future plans, jobs.

BREAKDOWN OF MARKS

The course is linear which means that all exams will be sat at the end of the two year course. All languages have a Foundation Tier (grades 1-5) and Higher Tier (grades 4-9), and all pupils must take all four skills, which are equally weighted, at the same tier.

Examination

Paper	Length	Tasks
1 Listening	35 minutes (F) 45 minutes (H)	Questions to be answered non-verbally, in English and in the target language.
2 Speaking	7-9 minutes (F) 10-12 minutes (H)	A role-play, a photo card, and a general conversation.
3 Reading	45 minutes (F) 60 minutes (H)	Questions to be answered non-verbally, in English and in the target language, plus a translation into English.
4 Writing	60 minutes (F) 75 minutes (H)	Structured and open-ended writing tasks, plus a translation into the target language.

GENERAL INFORMATION

The key to success in Modern Languages is regular learning of manageable amounts of grammar and vocabulary. We have recently invested in a new course that is supported by Kerboodle, an online package that offers a range of support materials, as well as a digital version of the course books which we follow. Practise in all four skills using topic specific material will hence be at the heart of every good language lesson. Lessons are varied and enjoyable, using a wide variety of resources and materials, with increasing emphasis on examination techniques as the course progresses.

Linguists are highly valued in the working world, and having a language will open many doors. There are many opportunities to study abroad as part of your degree course and career opportunities are diverse, ranging from the legal and diplomatic worlds to commerce, journalism and interpreting. Scientists, engineers and doctors are also all known to benefit from having a language, if not two, hence by continuing with languages, a bright future awaits.

GEOGRAPHY

LEAD TEACHER:
Examination Board:
On the Net:

Mr Woolven
Eduqas
www.eduqas.co.uk

CURRICULUM CONTENT

Students study the theory and reality of current and topical geographical issues, including aspects of physical geography such as rivers, coasts, weather and ecosystems and aspects of human geography such as urban and rural geography and industry and development in different parts of the world.

The course is divided into three parts:

- Theme 1: Changing Places – Changing Economies.
- Theme 2: Changing Environments.
- Theme 3: Environmental Challenges.

BREAKDOWN OF MARKS

Component 1 – Investigating Geographical Issues – 40%

Part A will assess aspects of Theme 1: Changing Places – Changing Economies.

Part B will assess aspects of Theme 2: Changing Environments.

Question 3 will assess aspects of Theme 3: Environmental Challenges.

Component 2 – Problem solving Geography – 30%

Part A will introduce an issue and set the geographical context.

Part B will outline a number of possible solutions to the issue.

Part C will provide an opportunity for students to choose a solution and justify their choice through writing a written report.

Component 3 - Applied Fieldwork Enquiry– 30%

Students will be given the opportunity to take part in two fieldtrips to collect data in two different locations, an urban area and a rural area. The fieldwork they completed, along with their data handling skills, will be assessed in a written exam.

GENERAL INFORMATION

Geography is often quoted as the most sought after qualification as it promotes flexibility, common sense and many other skills such as thinking problems through, handling complex issues and applying theory to examples from the real world. You will also learn how to read and draw maps, record and analyse fieldwork data and ask questions.

HISTORY

LEAD TEACHER:

Miss Isaac

Examination Board:

Edexcel

On the net:

<https://qualifications.pearson.com/>

CURRICULUM CONTENT

- Medicine in Britain (c1250 – present) & British sector of the Western Front (1914-18)
Inquires, treatment and the trenches
- Henry VIII and his ministers, 1509-40
- Superpower Relations and the Cold War, 1941-91
- Weimar & Nazi Germany 1918-39

BREAKDOWN OF MARKS

- Paper 1 (1 hour 15 minutes) – 30% of the qualification
Covers the Medicine in Britain topic
- Paper 2 (1 hour 45 minutes) – 40% of the qualification
Covers Henry VIII and cold war topics
- Paper 3 (1 hour 20 minutes) – 30% of the qualification
Covers the Nazi Germany topic

GENERAL INFORMATION

The skills learned in the study of History are transferable to later life beyond GCSE's and will enable you to grow as a person. You will learn to make judgements and form arguments, support your views clearly and in a structured way.

You will be able to differentiate between strong and weak sources of evidence, make inferences and be able to develop empathy. These skills will be developed both orally and through writing.

Students who obtain a qualification in History are highly valued in the job market. The skills which are practiced are transferable to a wide range of careers such as lawyers, journalists, the media, marketing and management positions of all kinds.

MUSIC

LEAD TEACHER:

Mrs Kirk

Examination Board:

Edexcel

On the net:

<https://qualifications.pearson.com>

CURRICULUM CONTENT

Unit 1: Performing

Comprising two parts:

The performance of **one solo piece** that is assessed and recorded internally (candidates should be approximately Grade 5 Associated Board standard at time of recording). The performance of one other piece during the course, which will be an **ensemble** for at least two players. The students must play an undoubled part. This is recorded internally. Total performance time must be at least four minutes.

Unit 2: Composition

This unit comprises of two compositions with a combined duration of at least three minutes.

- One composition to a brief set by Edexcel
- One composition of the candidate's own choice

Unit 3: Listening and Appraising

The candidate will study the following set music including:

Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions.

Pupils will be expected to be able to appraise unfamiliar music that has similar stylistic characteristics to the set works.

BREAKDOWN OF MARKS

Controlled Assessment

The controlled assessment comprises two sections:

- **Performance** - this will be completed in either concerts or class, normally at some time during Year 11. (30% of GCSE)
- **Composing** - this will be ongoing in lessons using Sibelius and Logic Pro X. (30% of GCSE)

Unit 3: Examination

Trinity term of Year 11; 1 hour and 30 minutes (40% of GCSE)

Section A

- Questions on extracts from the set works
- A melodic or rhythmic dictation question
- A question on an unfamiliar piece (related to a set work)

Section B

- A comparison essay between an unfamiliar piece and one of the set works

GENERAL INFORMATION

Musicians tend to be busy people who are well organised in their lives. Many musicians continue to play and sing throughout their lives, whether professionally or in amateur groups.

PHYSICAL EDUCATION

LEAD TEACHER:
Examination Board:
On the net:

Mr Baillie
Edexcel
<https://qualifications.pearson.com>

CURRICULUM CONTENT

<p><u>Component 1: Fitness and Body Systems</u></p> <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data 	<p><u>Component 2: Health and Performance</u></p> <ul style="list-style-type: none"> • Topic 1: Health, fitness and well-being • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data
<p><u>Component 3: Practical Performance</u></p> <ul style="list-style-type: none"> • Practical performance in 3 different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either team or individual) • Assessed by teachers • Moderated by Edexcel • 30% of GCSE 	<p><u>Component 4: Personal Exercise Programme (PEP)</u></p> <p>Content overview</p> <ul style="list-style-type: none"> • Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP • 10% of GCSE

BREAKDOWN OF MARKS

Controlled assessment	Practical Performance	30%
Controlled assessment	Personal Exercise Programme	10%
Examination	Paper 1 (1hr 45 minutes)	36%
Examination	Paper 2 (1hr 15 minutes)	24%

GENERAL INFORMATION

GCSE Physical Education is suited to students who particularly enjoy participating in sporting activities. The primary aim of the course is to relate the theory of sport to practice, to improve fitness and overall health. Students must be prepared to work hard physically and mentally, be well equipped ensuring they have the correct PE kit for lessons and be committed to representing the school and attending sporting extra-curricular activities. The course has both theoretical and practical elements, therefore two lessons each week will be theory and two lessons will be practical based.

PRODUCT DESIGN

LEAD TEACHER:
Examination Board:
On the net:

Mrs Last
AQA
www.aqa.org.uk

CURRICULUM CONTENT

Students will learn about 'core technical principles' which include:

New and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, properties of materials including natural and manufactured timbers, metals and alloys and polymers.

They will also learn about 'specialist technical principles' which include:

Selection of materials based on their properties, forces and stresses, ecological and social footprint, the sources and origins of materials, how to use and manipulate materials to suit our purpose and apply relevant finishes, how to use the various tools and equipment accurately.

Finally they will learn about 'Designing and making principles':

Investigating a task, primary and secondary data, environmental, social and economic influences on designing, the work of others including William Morris, Norman Foster, Phillippe Starck and Sir Alec Issigonis, design strategies including modelling, testing and evaluating, communication of design ideas, material management and avoiding wastage.

BREAKDOWN OF MARKS

Component 1: Design and make task (50% of GCSE)

Students undertake a substantial design and make task. The theme for this task will be released by AQA in June of Year 10. Students will then have approximately 35 hours of lesson time to analyse the task and identify possible design solutions, generate ideas, make their product and evaluate their work fully. The majority of this sustained project will be completed in Year 11 but some of the investigation work from Year 10 will be included in the folder. The folder of work and the end product will be marked by teachers and AQA moderators.

Component 2: Written exam (50% of GCSE)

The written exam will be a 2 hour paper which will assess students' knowledge of materials, finishes, processes, etc.

GENERAL INFORMATION

The course will consist of a mixture of theory work and design and make activities. The skills based work that we complete in Year 10 will be photographed and used, if appropriate, in the final design folder.

Once AQA release the topic for the main design and make task, this will become the focus for our work.

TRIPLE SCIENCE

LEAD TEACHER:

Mrs Marsden

Examination board:

AQA

On the Net:

www.aqa.org.uk

CURRICULUM CONTENT

PHYSICS -This course is linear which means that it is assessed by examination at the end of the course. The course comprises of: Energy, electricity, particle model of matter, atomic structure, forces, waves, magnetism and electromagnetism and space physics.

Although many topics are identical to the double award Physics element, the content covered goes beyond the double award specification in a number of areas.

CHEMISTRY- This course is also linear which means that it is assessed by examination at the end of the course. The course comprises of: Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry; chemical changes; energy changes; the rate and extent of chemical change; organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

BIOLOGY- This course is again linear which means that it is assessed by examination at the end of the course. The course comprises of: cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

BREAKDOWN OF MARKS

PHYSICS

Paper 1	Written examination (1 hour 45 mins)	50% of GCSE
Paper 2	Written examination (1 hour 45 mins)	50% of GCSE

CHEMISTRY

Paper 1	Written examination (1 hour 45 mins)	50% of GCSE
Paper 2	Written examination (1 hour 45 mins)	50% of GCSE

BIOLOGY

Paper 1	Written examination (1 hour 45 mins)	50% of GCSE
Paper 2	Written examination (1 hour 45 mins)	50% of GCSE

GENERAL INFORMATION

Students will still be expected to study the Core Science GCSE course. However, Triple Science will extend their knowledge of Biology, Chemistry and Physics so that they can be awarded three GCSEs rather than two.

COMPUTER SCIENCE

LEAD TEACHER:

Miss Moe

Examination board:

AQA

On the Net:

www.aqa.org.uk

CURRICULUM CONTENT

Over the course you will cover the following:

Computational thinking: this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.

Theoretical content: here you will understand the fundamentals of data representation and computer networks. You will learn about the computer systems that you will create and use and also delve into the world of cyber security and ethical, legal and environmental impacts of digital technology.

Aspects of software development: understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

BREAKDOWN OF MARKS

Component 1: Non exam assessment (20% of GCSE)

This aspect assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem. You will follow a systematic approach to problem-solving and will be assessed over 20 hours of work, which makes up 20% of the GCSE.

Component 2: Written exams (80% of GCSE)

The written exams will be 2 papers, 1 and a half hours in length each, which will assess students' knowledge of computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge.

GENERAL INFORMATION

Alongside the practical expertise you'll develop in your studies, you'll also gain transferable skills which are valued in both higher education and the world of work. These include: problem solving, analysis, how to develop your skills to understand the ever changing world of technology, working independently and within a team to identify and solve problems, writing code, logical thought and research methods.