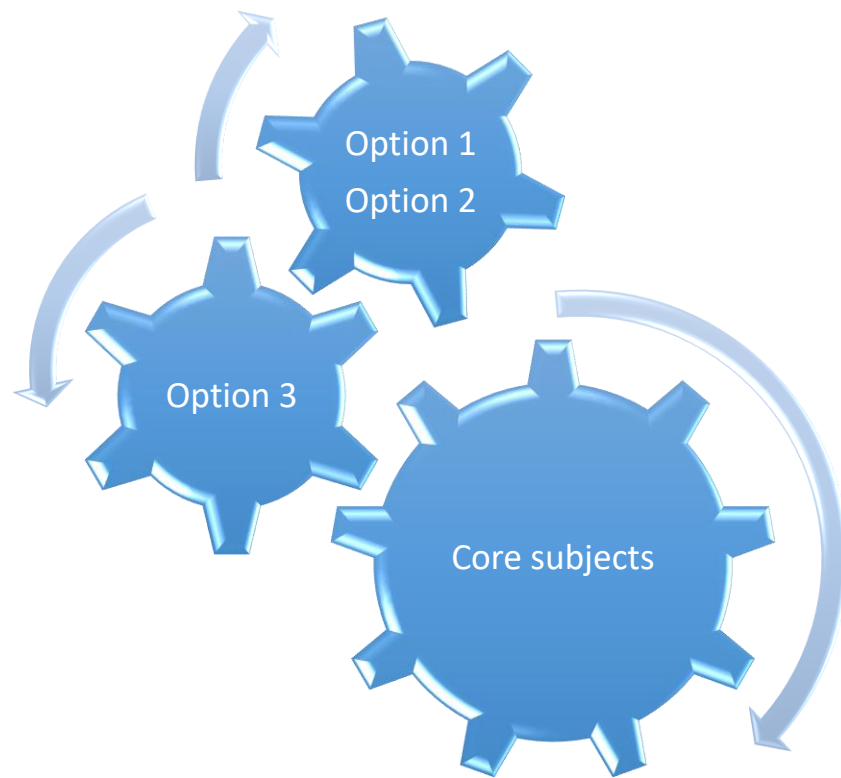


DEBENHAM HIGH SCHOOL



OPTIONS BOOKLET

2022-2024

UPPER SCHOOL CURRICULUM

September 2022 – July 2024

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Mr S Martin

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Option Choice Form:

Please complete this using the link provided in the email to parents/carers by MONDAY 21st MARCH, 2022

INTRODUCTION

January 2022

Dear Parents / Carers and Students,

I hope you find this handbook informative and that it will help you choose wisely from the options – please keep it available for future reference.

This will be the first time in their education that students have a choice of which subject to study. This can be a difficult decision and one that requires research and considerable thought. It is important that students make informed decisions by talking to teachers, parents or carers and other advisors.

We try to ensure that everyone studies a “broad, balanced & relevant” curriculum, yet keeping a cornerstone of some key subjects. The Option Boxes and the common core that all students study, have been designed to facilitate this. Our Upper School curriculum also fulfils the current requirements of the National Curriculum. You may have heard of the desire for students to study and attain the English Baccalaureate. Whilst this is not awarded as a separate certificate, we do advocate that there are some cornerstone subject areas that students, if capable, should study. The English Baccalaureate consists of English, Maths and Science alongside either History or Geography and either French or Spanish. We believe it will become of great importance for some students to have this foundation, both for moving on to higher education and into the world of work.

Due to the current climate we have, as you might imagine, needed to adapt our normal options process, however, we hope we have still provided ample opportunity for students and parents/carers to ask the questions they need to in order to make confident options choices. Prior to making their final choices, all students will be offered a one to one conversation with a member of the senior leadership team or Mr McMillan in order to discuss their possible options. In place of our usual face to face Options Evening in February we will release a video outlining the options process following which there will be a series of live Q+A sessions via Teams. If you have questions about a particular subject this would be the time to ask them. Further details on this event will be communicated to you separately.

Having read your child’s Year 9 report, the contents of this handbook, and discussed matters with subject teachers during Options Evening, final options choices should be submitted by 21st March via the link sent to parents by email.

Yours sincerely



Mr S Martin
Headteacher

THE CURRICULUM

The National Curriculum provides pupils with an “entitlement to learning” across a range of subjects. To support this the School recommend that pupils follow a BROAD, BALANCED and RELEVANT CURRICULUM.

National Curriculum 14 - 16

English: Language & Literature:	2 GCSE Certificates
Mathematics:	1 GCSE Certificate
Science:	2 GCSE Certificates (3 for triple scientists)
Religious Education: PE, PSHEe, Citizenship	1 GCSE Certificate

Option Subjects

Students must select **three** option subjects, one from each option box. In their empty box they must select RE, this is because RE is timetabled alongside the options

All subjects are GCSE qualifications worth one GCSE certificate unless otherwise stated

ASDAN	Film Studies
Art	French
Business	Food preparation and nutrition
Computer Science	Geography
Creative iMedia (Cambridge national)	Health and Social Care (Technical Award)
Design Technology (Resistant Materials focus)	History
Design Technology (Textiles focus)	Music
Drama	PE
Economics	Spanish

OPTION 1	OPTION 2	OPTION 3	OPTION 4
Business	ASDAN	DT RM *	Art
Health and Social Care	Geography	DT Textiles *	Food and Nutrition
French	History	Music	Geography
PE	Spanish	History	DT RM *
Creative iMedia	Drama	Art	French
Film Studies	Computer Science	Business	Economics
RE	RE	RE	RE

General Information

Students will pick 3 options plus RE full course – one from each option box

Criteria for selection should take into account:

1. Pupil's strengths and interests.
2. Broad balanced curriculum – across the range of Humanities; Arts; Foreign Language; Design Technology.
3. Future plans for Further and Higher Education.
4. Possible future plans for career

- We would anticipate that all students would select at least one from Geography, History, Computing, French and Spanish. We believe these subjects are highly valued by employers and post-16 providers and show evidence of a broad curriculum.
- Optional subjects will need to attract a significant number of pupils to be viable. Too few students choosing a particular subject is likely to lead to it being withdrawn.
- For health and safety reasons and due to restrictions on staffing and facilities there will be a maximum number applicable for some of the courses on offer.

All GCSE Examinations described in this booklet will be administered by one of the following Examination Boards:-

Oxford and Cambridge Examining Group

OCR

Assessment and Qualifications Alliance

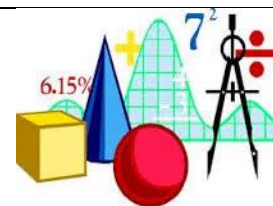
AQA

Pearson Qualifications/EDEXCEL

Pearson EDEXCEL

The Core Curriculum

GCSE Mathematics



Exam board and specification code:
AQA 8300

All pupils will follow a linear Maths course which aims to develop their mathematical skill, application and problem solving techniques. Pupils must be able to solve problems with little structured guidance, and must be able to communicate effectively to explain their reasoning and answers.

Overview of course

The course consists of six separate topics, Number, Algebra, Ratio and Proportion, Geometry, Probability and Statistics, which will be taught throughout the 2 year course. Within each topic pupils will have mathematical skills to learn and apply and must be able to combine different skills to solve complex multi-step problems.

Assessment:

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

The 8300 GCSE course is examined through three papers, each of which can test all aspects of the syllabus. The weighting and timing of the papers is equal, but only one is non-calculator. All three papers must be taken at the same tier of entry. The pupils will sit all three exam papers in summer 2020.

Paper	Length	Weighting	Calculator?
1	1 hour 30 minutes	33.3%	No
2	1 hour 30 minutes	33.3%	Yes
3	1 hour 30 minutes	33.3%	Yes

There is no controlled assessment component in GCSE Maths.

What can you do next with this subject

Maths is an essential GCSE qualification for all pupils which is required by many employers. It is now compulsory for all pupils to continue studying Maths until they achieve their Maths GCSE Grade 4 or reach the age of 18.

For more information contact:

Head of Mathematics – Mr Daly – bdaly@debenhamhigh.co.uk

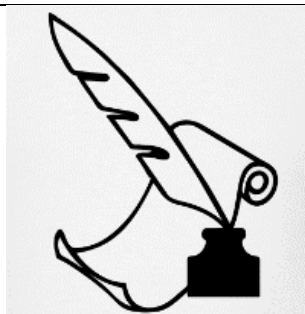
or visit <http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>

GCSE English Language and English Literature

Exam board and specification code:

English Language: AQA 8700

English Literature: AQA 8702



All students will study both English Language and Literature (2 GCSEs).

Overview of course

ENGLISH LANGUAGE (CORE)	ENGLISH LITERATURE
<p>Paper 1: Explorations in Creative Reading and Writing Section A: Students will study a range of extracts from 20th and 21st century literary fiction in order to develop the skills needed to respond to unseen texts in examination conditions Section B: Students will study how to write descriptive and narrative texts</p>	<p>Paper 1: Shakespeare and the 19th- century Novel Section A: Students will study a play by William Shakespeare Section B: Students will study a novel by a 19th century writer</p>
<p>Paper 2: Writers' Viewpoints and Perspectives Section A: Students will study a range of extracts from 19th, 20th and 21st century non-fiction and literary non-fiction in order to develop the skills needed to respond to unseen texts in examination conditions Section B: Students will study how to write to present a viewpoint</p>	<p>Paper 2: Modern Texts and Poetry Section A: Students will study a modern text by a British writer Section B: Students will study a range of 15 named poems from both past and current poets Section C: Students will study a range of other poems in order to develop the skills needed to analyse an unseen poem in examination conditions</p>
<p>Non-examination Assessment: Spoken Language Students will study how to give formal presentations</p>	

Assessment:

ENGLISH LANGUAGE (CORE)	ENGLISH LITERATURE
<p>Paper 1: External examination 50% 1 hour 45 minutes Explorations in Creative Reading and Writing</p>	<p>Paper 1: External examination 40% 1 hour 45 minutes Shakespeare and the 19th- century Novel</p>
<p>Paper 2: External examination 50% 1 hour 45 minutes Writers' Viewpoints and Perspectives</p>	<p>Paper 2: External examination 60% 2 hours 15 minutes Modern Texts and Poetry</p>
<p>Internal assessment: Spoken Language 0% A separate endorsement is awarded</p>	

What can you do next with this subject?

- Post 16 Level 3 course providers will require a good grade at GCSE English *whatever the subject or subjects studied*.
- Both GCSEs leads to A Level English Language and English Literature
- English Language and English Literature can lead to a range of different careers, including journalism, law, media and business.

For more information contact: Mrs Farrow - jfarrow@debenhamhigh.co.uk

GCSE Combined Science



Exam board and specification code:

Edexcel GCSE (1-9) Combined Science 1SC0

Overview

All pupils are taught for science for 6 periods each week. The course is split into Biology, Chemistry and Physics topics, with each subject worth 33% of the total GCSE. This Science course is worth 2 GCSEs. Each subject is split into topics, covering a wide range of fundamental science concepts such as:

Biology:

Cells, Genetics, Ecosystems, Plants, Homeostasis, Health, Circulation

Chemistry:

Formulae, Bonding, States of matter, Electrolysis, Energy in Chemistry

Physics:

Waves, Radioactivity, Forces, Electricity, Particles, Energy

Pupils will be awarded 2 GCSEs in Combined Science at grades 9-1.

Assessment

The course is assessed through a total of 6 examinations; 2 Biology, 2 Chemistry and 2 Physics.


Each exam is:

- worth 16.67% of the GCSE
- 70 minutes long
- worth 60 marks
- a mixture of question styles, including multi-choice, short- and open-response questions
- available in foundation and higher tiers
- taken in Year 11.

What can you do next with this subject?

- This will allow pupils to progress to GCE A level sciences, level 3 vocational qualifications or an apprenticeship in a science based industry.


For more information contact: Mr Rockett – srockett@debenhamhigh.co.uk

<h2>GCSE Triple Award Science</h2>	
<p>Exam board and specification code: Edexcel GCSE (1-9) Biology 1BI0, GCSE (1-9) Chemistry 1CH0, GCSE Physics 1PH0</p>	
<p>Overview</p> <p>The course is similar to the Combined Science, but covers more science in each subject. This Science course is worth 3 GCSEs</p>	
<p>Assessment</p> <p>The course is assessed through a total of 6 examinations; 2 biology, 2 chemistry and 2 physics. Each exam is:</p> <ul style="list-style-type: none"> - worth 50% of the GCSE - 105 minutes long - worth 100 marks - a mixture of question styles, including multi-choice, short- and open-response questions - available in foundation and higher tiers - taken in year 11 	
<p>What can you do next with this subject?</p> <ul style="list-style-type: none"> • This will allow pupils to progress to GCE A level sciences, level 3 vocational qualifications or an apprenticeship in a science based industry. 	
<p>For more information contact: Mr Rockett (Physics) - srockett@debenhamhigh.co.uk, Mrs Saunders (Chemistry) k Saunders@debenhamhigh.co.uk, Dr Healy (Biology) ahealy@debenhamhigh.co.uk</p>	

Pupils in the accelerated science groups will study Triple Science.

<h1>GCSE Religious Studies</h1>	
<p>Exam board and specification code:</p> <p>AQA 8062</p>	
<p>Introduction</p> <p>All students will be entered for the full course exams in Religious Studies</p>	
<p>Overview</p> <p><u>Section A: The study of religions: beliefs, teachings and practices</u> (What they believe, why they believe it and how does this influence a believer's life, or the lives of others?)</p> <p>Beliefs and teachings of two religions (Christianity and Judaism)</p> <p>Study of practice in Christianity and Judaism – what believers do and the reasons why they do it (e.g. festivals, places of worship, pilgrimage, treatment of others and care for the environment)</p> <p><u>Section B: Thematic Studies: religious, philosophical and ethical studies</u> (What the issues are, why they are important and relevant in modern Britain and how both religious and non-religious people deal with these issues)</p> <p>Theme A: Relationships and families (sexuality, marriage, families, gender equality)</p> <p>Theme D: Religion, peace and conflict (war, terrorism, nuclear war, pacifism, conflict in daily life)</p> <p>Theme E: Religion, crime and punishment (reasons for crime, how and why do we punish, death penalty)</p> <p>Theme F: Religion, human rights and social justice (prejudice, discrimination, freedom, poverty, equality)</p>	
<p>Assessment:</p> <p>Two 1 hour 45 minutes exams</p>	
<p>This subject:</p> <ul style="list-style-type: none"> • Helps to develop analytical and critical thinking skills • Gives you the opportunity to get involved in lively discussion • Looks at questions about beliefs, values, meaning, purpose and truth • Shows future employers that you understand people and is useful for jobs that involves working alongside people • Shows that you understand aspects of belief • Gives you understanding of key concepts in Christianity and Judaism • Encourages you to consider your own beliefs and opinions and discuss them with others • Considers recent and relevant news stories connected to the ideas covered 	<p>What can you do next with this subject?</p> <ul style="list-style-type: none"> • It is useful for any humanity based study • It is directly related to Philosophy and Ethics or Religious Studies at A level • It is also a good foundation for 'people related' A levels such as Psychology and Sociology • It enables you to have informed conversations with other people • It encourages understanding and empathy with those of similar beliefs and worldviews as well as those with different beliefs to your own • It makes you aware of the diverse communities that we live in and visit
<p>For more information contact: Mr Cobbold- mcobbold@debenhamhigh.co.uk</p>	

Option Subjects

<h1>GCSE Art and Design (Fine Art)</h1>	
<p>Exam board and specification code: AQA 8202</p>	
<p>The Art & Design GCSE is an excellent option choice for students who have enjoyed Key Stage 3 Art, and want to have the opportunity to develop their skills in their favourite topics and media further. Students can use their creativity and independence to develop topic based projects in their chosen style and media choices such as clay, paint and mixed media.</p>	
<p>Overview of course:</p> <p><u>Year 10:</u> Students are given two broad topics that they explore throughout the year, with increasing personalisation and individual choice. Each term, students present a portfolio or sketchbook of work they have produced in lessons and at home. During the year, students will develop their skills in: drawing, etching, painting, 3D work, photography and photoshop, and construction techniques. Regular written and verbal feedback is given to help students develop skills.</p> <p>Students will visit a local photography destination in Year 10.</p> <p><u>Year 11:</u> In Year 11 they will be invited to a residential trip to look at Street Art and European Art. Students will also visit galleries in London.</p> <p>In the first term of Year 11, students complete their final coursework project which is designed to mimic the exam project in duration and set up. Students choose the topic and materials. All coursework projects from Year 10 and 11 will then be reviewed by the students and the teacher and the 60% coursework grade will be awarded. The final exam themes are released in January of Year 11 and students have 8 weeks to prepare ideas and a sketchbook or portfolio that explores their chosen theme. This preparatory work, together with the final piece they produce in a 2 day, 10 hour exam, is worth 40% of their GCSE.</p>	
<p>Assessment:</p> <p>All work is assessed through 4 objectives each with a weighting of 25%: AO1: Artist development AO2: Media Development AO3: Recording ideas AO4: Presenting outcomes</p> <p>Coursework makes up 60% of GCSE, Final Exam preparation and final piece are 40% of GCSE</p> <p>The coursework consists of the best work chosen by students and teacher, over Year 10 and the first term of Year 11. It must consist of two projects. The exam project consists of preparatory work and a final piece completed over the 10 hour exam period.</p>	
<p><u>Why choose this subject (for option subjects)</u></p> <ul style="list-style-type: none"> ✓ Develop your drawing skills ✓ Use photography as a tool and as an outcome. You will learn lots of new photographic techniques. ✓ You will learn how to paint to a higher standard. ✓ You will use a range of materials to discover which you enjoy the most. ✓ Art has no 'right' answers; it allows you to use your creativity and learn through mistakes. ✓ There is a lot of freedom in the GCSE regarding topics and ways of working. ✓ There is no final written exam. Coursework and extended projects are used for assessment. 	<p><u>What can you do next with this subject</u></p> <ul style="list-style-type: none"> ✓ A Level Art and Design ✓ A Level Graphics ✓ A Level Textiles ✓ BTEC National Diplomas in Art & Design <p>An Art GCSE is a good way to show prospective college / A level courses and prospective employers that you can work independently and creatively.</p> <p>Studying Art can support any job or course that involves design work such as, architecture, games design, web design, animation and illustration, etc. An Art GCSE supports all jobs that involve creative thinking and making.</p>
<p>For more information contact: Mrs Carr - lcarr@debenhamhigh.co.uk</p>	

A.S.D.A.N.



Exam board and specification code:

Certificate of Personal Effectiveness (CoPE)

The aim of the course is to broaden your experience, develop employability skills and personal effectiveness. Take responsibility for planning and carrying out a number of challenges. Work with others; improve own learning and problem solving. Develop skills of research, discussion and presentation.

Overview

Activities and challenges will be selected from the following modules:

- *Communication
- *Citizenship and Community
- *Sport and Leisure
- *Independent Living
- *The Environment
- *Vocational and Diploma preparation
- *Health and Fitness
- *Work related Learning and Enterprise
- * Science and Technology
- *International Links
- *Expressive Arts
- *Beliefs and Values

Assessment

To include length and nature of papers/controlled assessment

The course is practically based but does require evidence to be produced using a variety of skills- ICT, hand written, photographs and oral presentations.

Why choose this subject?

To improve confidence and social skills.

What can you do next with this subject?

Level 2 ASDAN

For more information contact:

Mrs L. Keeble – lkeeble@debenhamhigh.co.uk

GCSE Business

Exam board and specification code:
Edexcel Pearson GCSE Business (1BSO)



This is a course that is engaging and inspiring, and reflects the demands of a truly modern and evolving business environment. It enables students to develop as commercially minded and enterprising individuals. The subject content is delivered through engaging themes that will spark students' imagination and inspire commercial thinking as they develop their business knowledge.

Overview

Unit 1 An introduction to small businesses by looking at business opportunities, entrepreneurship, putting business ideas into practice and understanding the economy.

Some topics include;

Types of business ownership	Revenues, costs and profit	Recruitment, training and selection
Invention and Innovation	Financial Management	Demand and supply
Economic Climate	Legal and tax Issues	Interest Rates and Exchange Rates

Unit 2 Building a business

Some topics include;

Business growth	Operational decisions	Motivation and Leadership
Financial decisions	Ethics and sustainability	Ratio Analysis
Marketing decisions	Competition	Logistics, stock management, suppliers and procurement

We will visit businesses to allow students to apply their learning.

Assessment

Unit 1: Introduction to Small Business 50% External Examination

Unit 2: Building a Business 50% External Examination

Both papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. Many will be based on business contexts given in the paper. Mathematical and quantitative skills will be assessed throughout both papers.

Why choose this subject?

Business Studies enables students to actively engage in the study of business and economics to develop as effective and independent students, as critical and reflective thinkers with enquiring minds.

What you can do next with this subject?

GCSE Business can lead to a career in accountancy, law, marketing or the leisure and tourism industry.

A GCSE in Business is a great stepping stone towards an A Level qualification in Business, Economics, Accounting or other Business courses and a wide variety of university courses. It combines well with many other A Level courses including Geography, Mathematics, Economics and Psychology.

The knowledge and skills gained from GCSE Business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

For more information contact: Mrs Wilson – jwilson@debenhamhigh.co.uk

GCSE Computer Science



Exam board and specification code:
OCR J277

This course encourages learners to:

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

Overview:

Unit 1 Computer Systems

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Unit 2 Computational Thinking, Algorithms and Programming

This component incorporates and builds on the knowledge and understanding gained in unit 1, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

Assessment:

Unit 1 - 50% of GCSE, Exam in Year 11, 80 marks, 1.5 hours

Unit 2 - 50% of GCSE, Exam in Year 11, 80 marks, 1.5 hours

Why choose this subject?


- It gives an excellent opportunity to investigate how computers work and how they are used
- It enables you to develop your critical thinking and problem-solving skills which can be transferred to everyday life
- It will give you a real advantage in today's technology driven world. You will make the leap from using other people's software to being able to design and create your own.


What can you do next with this subject?

- A level Computing
- Excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially when they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine
- Popular jobs for computer scientists: computer programmer, software developer, network engineer, web developer, database administrator, systems analyst etc.

For more information contact:

Mr E. Geronimo egeronimo@debenhamhigh.co.uk

<h1>OCR Cambridge Nationals Certificate in Creative iMedia</h1>	
<p>Exam board and specification code: OCR J837</p>	
<p>Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hand-on approach has strong relevance to the way young people use the technology required in creative media.</p>	
<p>Overview</p> <p>The Level 1/Level 2 Cambridge National in Creative iMedia will develop knowledge, understanding and practical skills that would be used in the media industry.</p> <p>You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:</p> <ul style="list-style-type: none"> • developing visual identities for clients • planning and creating original digital graphics • planning, creating and reviewing original digital media products. <p>This will help you to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:</p> <ul style="list-style-type: none"> • thinking about situations and deciding what is required to be successful • exploring different options and choosing the best way forward to solve a problem • exploring and generating original ideas to find imaginative solutions to problems • selecting the best tools and techniques to use to solve a problem 	
<p>Assessment</p> <p>Unit R093: Creative iMedia in the media industry (Written paper, OCR set and marked)</p> <p>In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.</p> <p>Unit R094: Visual identity and digital graphics (centre assessed task, OCR moderated)</p> <p>In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.</p> <p>Unit R097: Interactive digital media (centre assessed task, OCR moderated)</p> <p>In this unit, students will learn to design and create interactive digital media products for chosen platforms. They will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide students with the basic skills for further study or a range of creative and technical job roles within the media industry.</p>	
<p>Why choose this subject?</p> <p>Creative iMedia is a practical course that delves into the creative side of computer-based work. You will also develop many skills that can be transferred into other subject areas which will give your work that extra digital creativity.</p>	<p>What can you do next with this subject?</p> <p>This course is suitable for those students preparing for employment in the digital world. It will teach you many of the skills required for further education in digital media.</p>
<p>For more information contact: Mr E Geronimo – egeronimo@debenhamhigh.co.uk</p>	

<h1>GCSE Drama</h1>	
<p>Exam board and specification code: Edexcel – 1DRO</p>	
<p>This course is a new specification which brings... Clear and coherent structure – The qualification has a straightforward structure with three components, one that focuses on devising, one that focuses on performing in a performance from a text and one that focuses on practical understanding of a performance text. Practical focus – this new qualification focuses on the practical exploration of performance texts. The performance text that will be studied for the examination will require students to articulate how they would perform in certain roles, and direct and design for certain extracts, putting practical work at the heart of the qualification.</p>	
<p>Assessment</p> <p>Component 1: Devising Coursework 40% of the qualification</p> <ul style="list-style-type: none"> • Create and develop a devised piece from stimulus (free choice for centre). • Performance of this devised piece or design realisation for this performance. • Analyse and evaluate the devising process and performance. <p>Assessment overview</p> <ul style="list-style-type: none"> • Internally assessed and externally moderated. • There are two parts to the assessment: 1) a portfolio covering the creating and developing process and analysis and evaluation of this process 2) a devised performance <p>Component 2: Performance from Text Coursework 20% of the qualification</p> <ul style="list-style-type: none"> • You will either perform in and/or design for two key extracts from a performance text. <p>Assessment overview</p> <ul style="list-style-type: none"> • AO2 is assessed. • Externally assessed by visiting examiner. <p>Component 3: Theatre Makers in Practice Written examination: 1 hour 45 minutes 40% of the qualification</p> <ul style="list-style-type: none"> • Practical exploration and study of one complete performance text • Choice of eight performance texts • Live theatre evaluation – free choice of production. <p>Assessment overview</p> <p>Section A: Bringing Texts to Life</p> <ul style="list-style-type: none"> • This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text. <p>Section B: Live Theatre Evaluation</p> <ul style="list-style-type: none"> • This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. 	
<p>Why choose this subject?</p> <ul style="list-style-type: none"> • You will enjoy this course if you want to study a subject that is both practical and creative. • GCSE Drama follows on from drama work that you will have done already in Drama in Years 7-8. You will develop your improvisation and acting skills to a higher level. • You will look at plays in more detail and look at different ways of bringing a script alive on stage. • You get to explore different themes and issues through empathising with different opinions and viewpoints. • You will get the opportunity to go on some theatre trips to extend your learning. 	<p>What can you do next with this subject?</p> <p>You may wish to study Drama and Theatre Arts in more depth at A Level or a Level 3 Diploma in Performing Arts. The skills you learn through GCSE Drama are transferable to any industry as communication is a vital skill to develop for success in life.</p>
<p>For more information contact: Mr M Hardcastle – mhardcastle@debenhamhigh.co.uk</p>	

GCSE Design and Technology (Resistant Materials Focus)



Exam board and specification code:

AQA 8552

Please note students cannot take this AND GCSE Design and Technology (Textiles Focus)

Design Technology provides students with opportunities to design and make products in plastic, wood and metal. In Design Technology students learn to combine practical skills with an understanding of core technical principles including new and emerging technologies, energy, modern and smart materials, systems, mechanisms and materials.

Overview

Year 10 – Students start their GCSE by designing and making small products to develop their design and practical skills. Projects will cover wood, plastic and metal skills. Students will cover a lot of exam theory during this year too, spending at least a single lesson working on theory every week, with homework to further theory understanding.

Year 11 – Students must complete a non-examined assessment which counts for 50% of the GCSE. The design brief for this is changed every year by the exam board but examples of projects could be to design and make a product that encourages healthy living. This must be completed by Easter of year 11. Theory will also be covered every week with at least a single lesson spent on this again, along with weekly homework to develop student understanding.

Assessment

Non-Examined Assessment (50% of GCSE) – Students will design and make a product. Design briefs are released by the exam board in June of year 10. Students must produce a 20 page portfolio to support their practical work showing their research, designing, process of making, analysing and evaluating.

Exam (50% of GCSE) – This 2 hour long exam tests students on core technical principles (new and emerging technologies, energy, modern and smart materials, systems, mechanisms and materials); students are then examined on their knowledge specifically in woods, plastics and metals. There is a lot of theory to cover in preparation for the exam with a wide subject knowledge needed.

Why choose this subject?

Design Technology gives you a wide range of skills by designing and making different products such as boxes, toys, lights and MP3 speakers. You need to be creative and good at problem solving. There will be a mixture of making products by hand and by using the laser cutter.

What can you do next with this subject?

- A Level Design Technology
- BTEC Engineering
- Career examples – product design, industrial design, Engineering, architecture, furniture design, interior design, theatre set design and any careers requiring creativity and problem solving skills.



For more information contact: Mr C Stopher – cstopher@debenhamhigh.co.uk

GCSE Design and Technology (Textiles Focus)



Exam board and specification code:

AQA 8552

Please note students cannot take this AND GCSE Design and Technology (Resistant Materials Focus)

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

This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Overview

WHY CHOOSE TEXTILES?

Year 10 – Students start their GCSE by designing and making small products to develop their design and practical skills. Students will cover most exam theory during this year too.

Year 11 – Students must complete a non-examined assessment which counts for 50% of the GCSE. Substantial design and make task for which students will produce a prototype and a portfolio of evidence to cover the Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Non-Examined Assessment (50% of GCSE) – Students will design and make a product. Design briefs are released by the exam board in June of year 10. Students must produce a 20 page portfolio to support their practical work.

Exam (50% of GCSE) – This 2 hour long exam tests students on core technical principles (new and emerging technologies, energy, modern and smart materials, systems, mechanisms and materials); students are then examined on their knowledge specifically in Textiles.

Why choose this subject?

Do you enjoy creativity, making products and practical learning of lifelong skills? Then this may be the qualification for you.

What can you do next with this subject


- ✓ A Level Art and Design
- ✓ A Level Design Technology
- ✓ A Level Textiles
- ✓ BTEC National Diplomas in Art & Design subjects


This GCSE is a good way to show prospective employees', college or A level courses that you can work independently and creatively.

Career options are extensive within the following areas of the industry:

- Fashion and textile design – menswear, womenswear, bridal wear, children's wear, sportswear, shoes and accessories, Costume for TV, theatre or film, interior design and fashion retail

For more information contact: Mrs D King – dking@debenhamhigh.co.uk

<h2>GCSE Film Studies</h2>	
<p>Exam board and specification code: WJEC Eduqas</p>	
<p>Film Studies students consider the methods and effects of film production by technically decoding the messages contained in film texts. We look at the issues in society that are represented in films with analytical theories. We will also be exploring the whole production process, especially the importance of budgeting, historically through big Hollywood institutions but also through considering Independent film production. Lastly, students will learn to use these tricks and techniques for themselves as producers of their own films.</p>	
<p>Overview</p> <ul style="list-style-type: none"> • Unit 1 – Component 1: Key Developments in US Film – Comparing 2 Hollywood Studio Action Adventure films (King Solomon’s Mines 1950 & Raiders of the Lost Ark 1981) including the study of significant developments in film technology. Evaluating specialist writing on film, such as film criticism, through an Independent film, (Whiplash 2014). • Unit 2 –Global Film: Narrative, Representation and Film Style– analysing the representation of young people and children in 3 set films; a British film, an English language (non-US) film and a non-English language film • Production project; a 2 minute film opening or 5 minute screenplay for a Horror genre film 	
<p>Assessment:</p> <p>Non-examined unit; filmmaking/screenplay 30%</p> <p><u>2 examinations</u> 70%</p> <p>Component 1: Key Developments in US Film 1hr 30 Range of questions - short answer to comparative essay</p> <p>Component 2: Global Film: Narrative, Representation and Film Style 1hr 30 Range of questions - short answer to essay</p> <p>There is one tier of entry:1-9</p>	
<p>Why choose this subject?</p> <p>It is an enjoyable and challenging subject that combines analytical discussion and writing with practical production work. Watching film is not just a passive activity but can spark lively debate and informative discussion. Film Studies students will appreciate film as an art form and engage in an empathetic understanding of society and culture. Information we receive about the world comes through film as a medium, it is at once a form of escapism but also a very insightful reflection of reality, a form of literacy which is hugely useful if we are to understand the world that we live in today.</p>	<p>What can you do next with this subject?</p> <p>GCSE Film Studies can lead to A-Level Media/ Film Studies, as well as practical production based courses. Beyond this it can lead to a range of careers including:</p> <ul style="list-style-type: none"> • Marketing • Advertising • Public Relations • Photography • Specific skills based roles for Television/ Film production <p>If you look at the credits on a media text, a television programme for instance, there are an incredible amount of jobs, especially given current trends in artisan film production instead of CGI</p>
<p>For more information contact: Mr Trevorrow - strevorrow@debenhamhigh.co.uk</p>	

<h2>GCSE - Food Preparation and Nutrition</h2>	
<p>Exam board and specification code: OCR- Food Preparation and Nutrition J309</p>	<p>OCR's new GCSE qualification aims to equip student's with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.</p>
<p>Overview: Food Preparation and Nutrition is a new, exciting, up-to-date qualification that is relevant to the world of food today. The heart of the qualification is the development of strong practical cooking skills and techniques as well as a good understanding of nutrition. Students will learn a range of skills to cook and as a result will be more likely to make better food choices and understand healthy eating. Students will also discover the essentials of food science, nutrition. In addition to all this, they will develop an understanding of the huge challenges that we face globally to supply the world with nutritious and safe food.</p>	
<p>Assessment Food Preparation and Nutrition is a linear qualification with 50% external assessment by examination and 50% through non-examined assessment (NEA) assessed by the centre and externally moderated by OCR. It is a 2 year course where the assessment takes place in Year 11.</p> <p>Food Preparation and Nutrition (50%) The examination will be one hour and 30 minutes and is worth 50% of the overall qualification. Students will complete two NEA tasks. (Non -examined assessment)</p> <p>Food Investigation Task (15%) Students are required through practical experimentation to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food. The evidence that will be admissible for the assessment is: A report produced by the student that explains the findings of the investigation and how these have been applied to achieve the relevant result. OCR expect the total length of such reports to be between 1500 and 2000 words.</p> <p>Food Preparation Task (35%) Students are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.</p>	
<p>Why choose this subject? This course will help you develop your interests in the creative aspects and enjoyment of food. It is designed to increase your confidence in using high level skills necessary in food preparation and cooking. It will assist you to evaluate choices and decisions about your own diet and health.</p>	<p>What can you do next with this subject? This qualification is another step towards creating a healthier society and improving the nation's cooking skills as well as setting some of our students at Debenham on the path to careers in the food and drink industries.</p>
<p>For more information contact: Mrs B Makudo – bmakudo@debenhamhigh.co.uk</p>	



GCSE French



Exam board and specification code:
AQA 8658

This is a new specification which was introduced in September 2016

Overview

Students study all of the following themes on which the assessments are based

- **THEME 1: IDENTITY AND CULTURE**
- **THEME 2: LOCAL,NATIONAL,GLOBAL AREAS OF INTEREST**
- **THEME3: CURRENT AND FUTURE STUDY AND EMPLOYEMENT**

Assessment:

	Paper 1 Listening 25%	Paper 2 Speaking 25%	Paper 3 Reading 25%	Paper 4 Writing 25%
What is assessed?	Understanding and responding to different types of spoken language.	Communicating and interacting effectively in speech for a variety of purposes.	Understanding and responding to different types of written language.	Communicating effectively in writing for a variety of purposes.
Foundation (grades 1-5)	40 marks 35 minutes	60 marks 7-9 minutes	60 marks 45 minutes	50 marks 1 hour
Higher (grades 4-9)	50 marks 45 minutes	60 marks 10-12 minutes	60 marks 1 hour	60 marks 1 hour 15 minutes

Why choose this subject?

Speaking another language opens up a world of opportunities. Language skills are in high demand in an extremely competitive job market and an international career can be extremely rewarding. Research has shown that studying a language will also provide you with invaluable communication skills as well as improving decisiveness, problem-solving ability and negotiation skills.


What can you do next with this subject?

A-Level French and University Degree in French.

Typical modern language jobs:

- Interpreter /Translator. ...
 - Modern language jobs in education. ...
 - International development worker. ...
 - Diplomacy. ...
 - Broadcast journalist. ...
 - Business, Import/Export Specialist logistics and finance careers. ...
 - Marketing, advertising and public relations (PR) careers
- Language degrees can open up opportunities in exciting areas that you may never even have thought to look
- Foreign civil service
 - Airlines services
 - Subtitles and Voice-Overs
 - Event/Hotel Management/Sommelier
 - Nursing

For more information contact: Mrs K Morton – kmorton@debenhamhigh.co.uk

GCSE Geography			
Exam board and specification code: AQA GCSE Geography 8035			
<p>This specification recognises the vital role Geography has in the 21st Century curriculum, by offering students a highly relevant and exciting programme where teaching, learning and assessment are interdependent. The focus of this course is to study Geography through a balance of human and physical themes. It enables students to appreciate the complexity of our world, and the diversity of its environments, economies and cultures and to use this knowledge to consider issues of sustainability and awareness of social and spatial inequalities. In addition, it places focus on students' understanding that different viewpoints, values and attitudes are held on many geographical issues, and challenges them to consider their role in society and their part in creating positive geographical futures.</p>			
Overview: Unit 1: Living with the physical environment <ul style="list-style-type: none"> The challenge of natural hazards – earthquakes, volcanic eruptions, tropical storms, extreme weather, climate change. The Living world – ecosystems, tropical rainforests, hot deserts. Physical landscapes in the UK –coastal and river landscapes. Unit 2: Challenges in the human environment <ul style="list-style-type: none"> Urban issues and challenges – the urban world (Rio De Janeiro), urban change in the UK (Bristol), urban sustainability, 		<ul style="list-style-type: none"> The changing economic world – the development gap, Nigeria a Newly-Emerging economy, the changing UK economy. The challenge of resource management – resource, water and energy management. Unit 3: Geographical applications <ul style="list-style-type: none"> Issue evaluation Fieldwork and geographical skills Geographical skills - assessed in all examinations	
Assessment:			
<u>Paper 1: Living with the physical environment</u> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPGST) 35% of GCSE		<u>Paper 2: Challenges in the human environment</u> Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPGST) 35% of GCSE	
		<u>Paper 3: Issue evaluation, fieldwork, geographical skills</u> Written exam: 1 hour 76 marks (including 6 marks for SPGST) 30% of GCSE Linked to pre-release resources.	
Why choose this subject: This course offers: <ul style="list-style-type: none"> engaging and topical content a stimulating blend of traditional and contemporary Geography to suit students of all abilities the study of physical and human Geography a focus on physical processes and factors that produce diverse and dynamic landscapes over time. 		What can you do next with this subject: This is an academic subject, highly regarded by employers and further education institutions since it develops a wide range of skills which are transferable to many career paths. It compliments and combines well with many A Level and University courses. Some common careers directly linked to the study of Geography include: <ul style="list-style-type: none"> Commercial/residential surveyor Environmental/sustainability consultant Planning and development surveyor Development analyst Resource and recycling manager Weather analyst GIS analyst Agriculture 	
For more information contact: Mrs Farrell or Mrs Wilson – ifarrell@debenhamhigh.co.uk or jwilson@debenhamhigh.co.uk			

GCSE History



Exam board and specification code:
Edexcel 1HIO


The new History GCSE is a broad and balanced course. It will give students the opportunity to study an overview across several time periods, as well as more in-depth studies of aspects of both British and international history. As such, it provides the core knowledge base for understanding the World today, as well as the essential enquiry skills needed to navigate through it.

Overview

Year 10:

- **Medicine in Britain c1250-present.** This is a study over time, charting progress in the understanding of the causes of sickness (such as the Black Death), leading to attempts at prevention and treatment, including vaccination- clearly relevant in the Covid-19 era! There is an additional focus on **Injuries and Treatment on the British sector of the Western Front 1914-18**, with a proposed 24-hour site visit to Belgium in the summer term of Year 9.
- **Weimar and Nazi Germany, 1918-39.** This modern depth study investigates the reasons why a previously civilised and sophisticated country like Germany, should end up being led by violent fascists, and the subsequent impact which this had on Germany.

Year 11:

- **Superpower Relations and the Cold War, 1941-91.** This period study will tell the story of what happened after World War Two, to bring the world so close to nuclear Armageddon. There are direct links to unresolved tensions today, such as in Korea, the Middle East, and Eastern European countries bordering Russia. Both the Germany and Cold War units will be supported by our study-tour to Germany. 
- **Early Elizabethan England, 1558-88.** This British depth study takes us away from a focus solely on modern history, back into the complex world of the Tudors. We will evaluate the wisdom of some of Elizabeth's key decisions, after investigating some of their un-intended consequences in the form of assassination plots and an attempted invasion (Spanish Armada). We will examine Elizabeth's impact on the country as a whole, as well as on the world through the voyages of discovery and the first-steps towards creating the British Empire.

Assessment: Three exam papers at the end of the course.

Paper 1: (Thematic Study) Medicine in Britain & Western Front. (1 hour, 15 mins: 30% of grade)

Paper 2: (Period & Depth Study) Part A: Early Elizabethan England. Part B: Superpower relations and the Cold War. (1 hour, 45 mins: 40% of grade)

Paper 3: (Modern Depth Study) Weimar and Nazi Germany. (1 hour, 20 minutes: 30% of grade)

Why choose this subject?

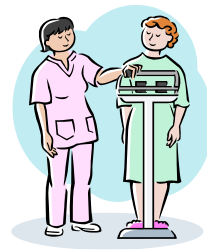
- Understanding the modern world
- Gain essential enquiry/analysis/communication skills
- Respected by employers and higher education institutions
- Excellent preparation for A-level study

What can you do next with this subject?

It will lead onto a very wide range of careers, including Law, government, journalism, media, business and many others...

For more information contact: Mr A. Dubberley - adubberley@debenhamhigh.co.uk or the Edexcel website

BTEC Technical Award Health and Social Care



Exam board and specification code:

Pearson Edexcel BTEC Technical Award in Health and Social Care

This course will be of particular interest to those whose eventual aim is to work in the Health, Social Care or Early Years Industries. Students will gain a grounding in the essential skills and knowledge crucial to this area of study, giving students the opportunity to build on these afterwards

Overview

The course will be made up of 3 modules exploring a wide range of issues affecting the health and social care industries.

Component 1: Human Lifespan Development	Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.	Internal Assessment through written assignments.
Component 2: Health and Social Care Services and values	Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.	Internal Assessment through written assignments.
Component 3: Health and Wellbeing	Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.	External examination in February of Year 11 with a resit opportunity in June

Assessment:

There is one externally marked examination which makes up 40% of the qualification. The remaining 60% is assessed internally through controlled assessment (30% for each component). The assignments are collated into a portfolio. The construction of a portfolio encourages students to develop strong organisational skills and to develop their ability to be independent learners and researchers.

The qualification is awarded at 7 levels:

Level 1 Pass (equivalent to Level 1.25 GCSE grade)

Level 1 Merit (equivalent to Level 2 GCSE grade)

Level 1 Distinction (equivalent to Level 3 GCSE grade)

Level 2 Pass (equivalent to Level 4 GCSE grade)

Level 2 Merit (equivalent to Level 5.5 GCSE grade)

Level 2 Distinction (equivalent to Level 7 GCSE grade)

Level 2 Distinction* (equivalent to an Level 8.5 GCSE grade)


Why choose this subject?

- This course develops your understanding of the Health and Social Care sector
- Health and Social Care BTEC offers an alternative way of study which a large proportion of the course being assessed through portfolio work

What can you do next with this subject?

The qualification can lead to level three Health and Social Care courses at many post-16 providers. It can also be a starting point for jobs in the care services such as Nursing, Social Worker, Child Care, Nursery Nurse or Care Assistant.

For more information contact: Mrs Hyland – vhyland@debenhamhigh.co.uk

<h1>GCSE Music</h1>	
<p>Exam board and specification code: Edexcel – 1MU0</p>	
<p>This course is divided into three units:</p> <ul style="list-style-type: none"> • Composing • Performing • Listening and Appraising <p>Each unit will be integrated into a programme of study looking at a variety of styles and genres of music. The course will be divided into four main areas of study. The four areas are as follows and each contains two set works.</p> <ul style="list-style-type: none"> • Instrumental Music 1700–1820 • Vocal Music • Music for Stage and Screen • Fusions. 	
<p>Assessment: You will be assessed in three areas</p>	
<p>Composition - controlled assessment (60 marks, 30% of the qualification)</p>	<ul style="list-style-type: none"> • One composition to a brief set by the exam board, of at least one minute in duration. • One free composition set by the student, of at least one minute in duration.
<p>Performance - controlled assessment (60 marks, 30% of the qualification)</p>	<ul style="list-style-type: none"> • Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces • Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
<p>Written Examination (80 marks, 40% of the qualification)</p>	<p>Students sit a 1 hour 45 min written paper with listening CD. This paper is in two sections.</p> <p>Section A – Areas of study, dictation, and unfamiliar pieces (68 marks) Six questions related to six of the eight set works. One short melody/rhythm completion exercise. One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.</p> <p>Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks) One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music</p>
<p>Why choose this subject?</p> <ul style="list-style-type: none"> • This course helps develop your understanding of music from 1600 to the present day • Lots of practical music making, not only for the performance aspect of the course but also in developing compositional and listening skills 	<p>What can you do next with this subject?</p> <p>The course provides a good basis for study of Music at A Level. It is advisable to boost knowledge with ABRSM Grade 5 theory if considering progressing to A level in the subject.</p>
<p>For more information contact: Mr Rinaldi – srinaldi@debenhamhigh.co.uk</p>	

GCSE Physical Education



Exam board and specification code:
Edexcel - 1PEO

- This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain an understanding of how physical activities benefit health, fitness and well-being.
The course should:
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport.
- Understand how the physiological and psychological state affects performance.
- Develop how students perform effectively in different physical activities.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.

Assessment:

Component 1: Written paper – 90 Marks 36% of the qualification

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

Component 2: Written paper – 70 Marks 24% of the qualification

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

Component 3: Practical Performance – 90 Marks 30% of the qualification

- Internally marked and externally moderated
- Performance includes skills during individual and team activities
- One activity must be team, one individual and final activity a free choice
- Activities offered are from a set list

Component 4: Personal exercise programme – 20 Marks 10% of the qualification

- Internally marked and externally moderated
- To plan, perform and evaluate a personal exercise programme

Why choose this subject?

If you are physically active, enjoy participating in different sports on a regular basis then this subject would interest you, BUT.....please remember that the theory content WILL be challenging and equally as demanding as your other subjects. The new syllabus means MORE theory content than practical!

What careers are linked with GCSE PE?

- Teaching/sports coaching
- Fitness instructor
- Nutritionist
- Sports psychologist/physiotherapist
- Armed forces
- Sports Science/management
- And many more!

For more information contact:

Mr Mitchell or Mr Cook – nmitchell@debenhamhigh.co.uk kcook@debenhamhigh.co.uk

GCSE Spanish



Exam board and specification code:

AQA 8698

Overview

Students study all of the following themes on which the assessments are based

- **THEME 1: IDENTITY AND CULTURE**
- **THEME 2: LOCAL,NATIONAL,GLOBAL AREAS OF INTEREST**
- **THEME3: CURRENT AND FUTURE STUDY AND EMPLOYEMENT**

Assessment:

	Paper 1 Listening 25%	Paper 2 Speaking 25%	Paper 3 Reading 25%	Paper 4 Writing 25%
What's assessed?	Understanding and responding to different types of spoken language.	Communicating and interacting effectively in speech for a variety of purposes.	Understanding and responding to different types of written language.	Communicating effectively in writing for a variety of purposes.
Foundation (grades 1-5)	40 marks 35 minutes	60 marks 7-9 minutes	60 marks 45 minutes	50 marks 1 hour
Higher (grades 4-9)	50 marks 45 minutes	60 marks 10-12 minutes	60 marks 1 hour	60 marks 1 hour 15 minutes

Why choose this subject?

Speaking another language opens up a world of opportunities. Language skills are in high demand in an extremely competitive job market and an international career can be extremely rewarding. Research has shown that studying a language will also provide you with invaluable communication skills as well as improving decisiveness, problem-solving ability and negotiation skills.

What can you do next with this subject?

- As well as further study, Spanish GCSE can lead to a number of jobs with companies both in the UK and internationally. Having a Language GCSE is often looked upon favourably by employers and can be useful if considering a career involving work with foreign companies or travel.

For more information contact: Mrs K Morton or Mrs H Giles – kmorton@debenhamhigh.co.uk
hgiles@debenhamhigh.co.uk

GCSE Economics



Exam board and specification code:
AQA GCSE Economics - 8136

A GCSE in Economics introduces students to basic economic concepts and helps them develop the appropriate range of analytical, critical and reasoning skills to enable them to think as economists. They learn how producers, consumers and governments interact in markets nationally and internationally.

For example;

- What is the future for cinemas in a world dominated by Netflix and Amazon?
- How can we nudge social behaviour to tackle climate change?
- How soon will electric cars become the norm? Will they stimulate economic growth?
- What can and should be done about the gender pay gap?
- How can we make housing more affordable?
- What is the value of a university degree? How should we fund further and higher education?
-

Overview:

Year 10 – Microeconomics – How markets work	Year 11 – Macroeconomics – How the economy works
<ol style="list-style-type: none"> 1. Economic foundations 2. Resource allocation 3. How prices are determined (demand and supply) 4. Production, costs, revenue and profit 5. Competitive and concentrated markets 6. Market failure 	<ol style="list-style-type: none"> 7. Introduction to the national economy 8. Government objectives 9. How the government manages the economy 10. International trade and the global economy 11. The role of money and financial markets

Assessment:

	Paper 1 –How markets work	Paper 2 – How the economy works
What is assessed?	80 raw marks 1hr 45 mins Lots of 2 mark questions and multiple choice questions. 3 x 6 mark questions 1 x 9 mark question 1 x 15 mark question	80 raw marks 1hr 45 mins Lots of 2 mark questions and multiple choice questions. 3 x 6 mark questions 1 x 9 mark question 1 x 15 mark question

Why choose this subject?

- A highly regarded academic qualification by employers and universities
- A dynamic subject that will help you understand many challenges of a modern society.
- Gives an insight into human behaviour.

What can you do next with this subject?

GCSE Economics is excellent preparation for A Level study. Many students will continue to study Economics at A Level. It aligns well with a range of subjects at A Level including, Mathematics, Sciences, and also Humanities based options like History and Geography.

Careers options are incredibly broad but include; Law, Financial management, banking, business consultancy and accountancy. Students with an Economics degree are consistently amongst the highest earning and most sought after graduates.

For more information contact: Mrs J Wilson jwilson@debenhamhigh.co.uk

DEBENHAM HIGH SCHOOL

UPPER SCHOOL CURRICULUM FOR 2022-24

You are asked to choose FOUR (4) subjects from the boxes below – ONE from each BOX – by circling your chosen subjects. RE is a compulsory subject but will be timetabled alongside the options, therefore must be selected in one of the boxes.

OPTION 1	OPTION 2	OPTION 3	OPTION 4
Business	ASDAN	DT RM *	Art
Health and Social Care	Geography	DT Textiles *	Food and Nutrition
French	History	Music	Geography
PE	Spanish	History	DT RM *
Creative iMedia	Drama	Art	French
Film Studies	Computer Science	Business	Economics
RE	RE	RE	RE

We will try to construct a timetable that will allow as many pupils as possible to have their THREE main choices of subject. For a subject option to be viable it will need to attract a viable number of students.

**PLEASE RETURN YOUR CHOICES VIA THE ONLINE FORM BY
MONDAY 21ST MARCH.**

You can access the form [by clicking this link.](#)

Or, by scanning the QR code below:

