

# MILLAIS SCHOOL

In Pursuit of Excellence

## Options 2022-24 Key Stage 4 Curriculum Guide



National Teaching School  
designated by  
  
National College for  
Teaching & Leadership

  
Ofsted  
Outstanding  
School  
2013|2014

  
Ofsted  
Outstanding  
School  
2009|2010

# An Introduction

Dear Parents / Carers,

As students approach the most important stage of school life so far, making the correct decisions and choices is of vital importance. This information booklet will guide you through the subjects and courses available at Key Stage 4, in the expectation that every student in Year 9 will make an informed choice of the subjects they would like to study in Years 10 and 11.

Every Millais student will have the opportunity to study a range of accredited subjects that are appropriate for their needs and potential. Core subjects, which every student must study, are English Language and Literature, Mathematics, Science and a Foreign Language. In addition, every student will have non-certificated lessons of Core PE, Personal Development and RE including PSHCE. Computing will be covered in Science and Mathematics lessons. Each student will then select option courses suitable to their strengths and interests.

Being a relatively large school, Millais is able to offer a wide range of courses to suit the needs, ability and strengths of every student. **Most subjects are available to all students.** However, some courses are limited as they are tailored to meet the needs and skills of a more limited number of students. For example, Additional Maths is only suitable for Flightpath 8 or 9 mathematicians, so the course is not available to other students. For this reason, each student will be allocated a personalised options pathway. The vast majority of options are available to all, and we tailor our timetable to meeting the needs of our students and the choices that they make.

This booklet has been put together to help the students make choices that allow them to love learning, enjoy and achieve. We know that as parents, we can guide and advise, but ultimately it should be the student who makes the final decision. For support, all students will explore 'options' as part of their Personal Development lessons. They can also seek help from form tutors and subject teachers, who are always available to offer advice and guidance. All of the information in this booklet, as well as further information specifically tailored to answer common student queries, can be found on our designated Options 2022 Frog Site.

Once the choices are made, we build our curriculum and timetable around students' choices. We cannot guarantee the availability of all subjects and do have some practical constraints. Alterations may have to be made depending on student choices, resources and staffing. In the event of an oversubscribed group, Dr Lodwick as Headteacher will make the final decision.

If you require any further information regarding option choices, please contact me by emailing [options@millais.org.uk](mailto:options@millais.org.uk)

**Mrs E Hurndall**  
**Assistant Headteacher**  
**January 2022**

# Information for the Student – Frequently Asked Questions

## What subjects do I have to take?

Compulsory GCSE Examination subjects:

English Language

English Literature

Mathematics

Science - leading to **two** GCSEs

A Language

Compulsory non-examined subjects:

Physical Education

Personal Development, RE & PSHCE

## How many subjects do I select myself?

In addition to the compulsory subjects listed above there are 'optional' subjects.

You can see your personalised choices via the online portal using a smartphone, tablet or computer, either in school or at home. Before making your choices, you should read through the details of all the subjects we offer and begin to consider which courses you would like to choose.

## You will choose five subjects in total and one in reserve.

You must choose at least **one subject** from the **Languages section** & **four "Open Choice" subjects**. A reserve choice is also needed. This will only be used if necessary.

## Why have I been allocated a pathway and what does it mean?

A requirement of the 14-19 Curriculum is to offer students an education directed specifically at their abilities and strengths. There are four pathways called **Endeavour, Ambition, Challenge and Aspiration**.

These allow students to select suitable courses and have nothing to do with setting. In fact, most option classes are mixed ability, containing students from all pathways. The pathways are designed to **guide** students towards the most appropriate choice i.e. to prevent some students selecting courses that will not stretch them and to avoid other students selecting courses that they would struggle to access.

The aim throughout the Options process is to support students in making informed choices, so they take courses which they enjoy and are good at. Challenging options are positive, but there should be balance.

## What languages do I have to study at Key Stage 4?

All students study at least one full GCSE language. Many students choose two languages. The only exception to this are students with significant additional needs or where EHCPs specify.

## What subjects haven't I done at Key Stage 3 before?

There are a range of "new" subjects that are available at key stage four – see the online portal for your choices. Whilst new subjects offer new opportunities and fresh interest, there is also value in knowing how well you are already doing and subjects studied at key stage three *can* allow higher grades to be achieved. Once subjects are started, they cannot be changed. So making the correct choice is crucial.

## What is Triple Science?

This is a popular option choice where the three sciences are taught separately. It leads to a separate GCSE grade in Physics, Chemistry and Biology at GCSE, whereas Core Science will lead to two GCSE grades. If you are not sure, then discuss this with your science teacher before making your choices.

### **What are the Maths Options?**

Most students only study core GCSE Mathematics. However, for many students Mathematics is a passion they want to pursue at a higher level or simply enjoy. We therefore offer three extra Maths options.

Additional Maths with Statistics (Very High Level – Flightpath 8-9)

Further Maths with Statistics (High Level – Flightpath 7)

Statistics (Medium Level – Flightpath 4/5)

### **Getting the balance right**

It is important that you do a variety of subjects to widen your opportunities later on in life. This will give you a balanced and varied workload. **We suggest, (but do not instruct) students select no more than one (or at most two) subjects from each curriculum area.** Should a student select three options from an area it may also prove impossible to timetable, as lessons may take place at the same time of the week.

In addition, students cannot opt for more than one DT subject i.e. not more than one from Graphic Products, Textiles, 3D Product Design, Food Preparation & Nutrition and Engineering.

Students cannot opt for Drama **and** Performing Arts

The reason for these limitations is that there is either significant crossover from one subject to another or that by taking both subjects, students end up with too much coursework and risk undue stress.

### **Do my choices affect my long-term career aspirations?**

Not in most cases, but they could do. If in doubt, students and parents should check. Those considering the possibility of studying at university need to be aware of the entry requirements for the courses they may wish to study and many universities desire, and some **require** an English Baccalaureate. Further information can be found on the UCAS and individual university websites. Clearly, a student hoping to study for a degree in art, needs to study art at an advanced level. To do this, they would usually need to select it as one of their GCSE options at Key Stage 4.

Some students may want to study at university, but understandably may have little idea at present as to exactly what. Anyone in this position needs to select subjects now which offer breadth and balance in their curriculum.

For the more academic students who are targeting the most prestigious universities, you can find some useful advice on A-level choices available from The Russell Group in a document called “Informed Choices” <https://www.informedchoices.ac.uk>.

The Russell Group is an association of the top 20 universities in the country and their advice is aimed at students hoping to study for a degree at one of the universities in the group. The document is important for both students who have a clear idea of the courses they might like to take and for those who aim to attend a prestigious university, but are unsure of their particular focus.

**The Russell Group describes some subjects at A-Level as Facilitating Subjects. In most cases, taking these subjects helps students to attend the best universities.**

These are:

Biology	Chemistry	English Literature	Geography	History
Languages	Mathematics	Further Mathematics	Physics	

### **What is the English Baccalaureate?**

Students will gain an additional accreditation called the English Baccalaureate provided they gain a grade 4 or above at GCSE in English, Mathematics, 2 Sciences (which can include Computer Science), a Modern Foreign Language and either History or Geography.

**You would have to opt for a Modern Foreign Language and either History or Geography therefore to have the Baccalaureate opportunity.**

### **What teachers will I have for my GCSEs?**

We don't know! Some teachers will leave and others will join Millais. Do not choose a subject because you like the teacher you have at the moment – you may well not have them anyway.

### **If I choose the same subjects as my friends, will we be together?**

Probably not, and do not choose a course because a friend has chosen it. You are an individual, and should make individual choices. New groups are formed from sides A, B and C anyway and sets in English, Maths and Science will all change.

### **What if my parents say I have to do a subject?**

Most parents will guide, as teachers will do, but remember that it is you as the student who will be doing the course. It should be your choice. The choices are carefully placed so that you are not ruling out the chance of continuing with a wide range of subjects for further education.

### **How long have I got to choose my Options?**

**Tuesday 8<sup>th</sup> March 2022 is the deadline for options to be made using the online form.** You will have the opportunity to contact your tutor or subject teachers over the next month with any queries. There is also Parents' Evening after half term. You can also contact Mrs Hurndall with any further options queries.

Your parents might also wish to use the following email address to raise any further queries that they might have: **options@millais.org.uk**

### **Will I definitely get my first choice?**

The vast majority of students get their first choices, but we cannot guarantee it. This is why we require a reserve choice. Staffing and other resources are important considerations. We cannot offer courses where a low number of students have opted for a particular subject and, in some courses, the numbers may be restricted for practical purposes.

Once we know the demand for a particular subject, it may be necessary to review the option choices and make alterations. If for any reason we are unable to offer you your first preference, then Mrs Hurndall will see you about considering your reserve choice. If there are any difficulties in trying to meet your choices, an appointment will be made to discuss the problem on an individual basis.

### **What if I change my mind after I have made my choices and handed in my form?**

You must select carefully. Think long term, not just on your last assessment. The online portal confirms your choices. **You can change your mind as many times as you like before the deadline.** We will allocate options based on your choices on the portal. You cannot change your mind after you have received notification of your choices in the Summer Term. **You will not be able to change or drop courses in Years 10 or 11, so think hard and choose carefully!**

## **Key terms – in case you missed them or aren't sure**

<b>Core Subject</b>	A subject which you must study
<b>Options Subject</b>	A subject you can choose
<b>Key Stage 3</b>	Years 7-9
<b>Key Stage 4</b>	Years 10-11
<b>Controlled Assessment</b>	Coursework produced in school in closely supervised conditions
<b>Technical Award</b>	Alternative to a GCSE course, often in practical subjects
<b>OCR National Award</b>	Alternative to a GCSE course, often in practical subjects
<b>Syllabus / Specification</b>	Information you have to know and the things you must be able to do by the end of the course

# Examinations

GCSE are graded from 9 to 1. Grade 9 being the highest grade, 1 the lowest. Their equivalence to previous GCSE grades are shown below.

Grade 9: High A*	Grade 4: lower two thirds of C grade
Grade 8: Lower A*	Grade 3: D grade
Grade 7: A grade	Grade 2: E grade
Grade 6: Top two thirds of B grade	Grade 1: F and G grade
<b>Grade 5: International benchmark.</b>	
<b>Lower third of grade B to top third of C Grade</b>	

Most subjects will have a single exam tier, although in Languages, Mathematics and Science there are two tiers of paper—higher and foundation. See below for details.

Higher	9	8	7	6	5	4			
Foundation					5	4	3	2	1

It is most important that parents understand that the newly reformed GCSEs are significantly more challenging than previous versions. Therefore many students will study for the Foundation Tier with only “more able” students studying Higher.

## Assisting Achievement

### Attendance Matters

Most successful students have attendance over 95%.

Attendance below this level has major impact, as the data below shows.

56% of Millais students with 95% or more attendance achieved three or more 8/9 (A\*) grades.

34% of Millais students with 90-95% attendance achieved the same.

24% of Millais students with 85-90% attendance achieved the same.

Students with high attendance achieve more.

Level	Qualifications & Curriculum Framework
Entry Level	Below GCSE Grade 1
Level 1	GCSE Grades 1-3, Technical Awards, Level 1 NVQ & BTEC
Level 2	GCSE Grades 4/5-9, Technical Awards, Level 2 NVQ & BTEC
Level 3	Free Standing Mathematics Qualification (FSMQ)

### MILLAIS EXAMINATION ENTRIES

Certificates at GCSE / Key Stage 4 are awarded by:

AQA [www.aqa.org.uk](http://www.aqa.org.uk) OCR [www.ocr.org.uk](http://www.ocr.org.uk)

Pearson (Edexcel) [www.pearson.com/uk/](http://www.pearson.com/uk/) WJEC [www.wjec.co.uk](http://www.wjec.co.uk)

## Core Subjects

In Years 10 and 11, the compulsory core of subjects, which you have to study is made up of:

English Language	P9
English Literature	P10
Mathematics	P11
Modern Foreign Language	P12
Science	P14
Personal Development	P15
Physical Education	P16



## Options Subjects

This section contains information about those subjects which are not part of the Core Curriculum. These can be selected depending on students' individual preferences.

Unfortunately, there is not a free choice of all subjects or any combination of subjects. We are bound by National Curriculum requirements, availability of staff and resources, timetabling and the needs and interests of each student. We provide a broad, balanced and relevant curriculum. We will advise you accordingly, hoping to achieve each student's first choices where possible.

The subjects that we hope to offer from September 2022 are:

<b>Additional Maths with Statistics</b>	<b>P17</b>
<b>Further Maths with Statistics</b>	<b>P18</b>
<b>Statistics</b>	<b>P19</b>
<b>Art &amp; Design</b>	<b>P20</b>
<b>Child Development</b>	<b>P22</b>
<b>Citizenship</b>	<b>P23</b>
<b>Computer Science</b>	<b>P24</b>
<b>Dance</b>	<b>P25</b>
<b>Drama</b>	<b>P26</b>
<b>Engineering</b>	<b>P27</b>
<b>Food Preparation &amp; Nutrition</b>	<b>P28</b>
<b>Geography</b>	<b>P29</b>
<b>Graphics Product Design</b>	<b>P30</b>
<b>History</b>	<b>P31</b>
<b>Information Technology</b>	<b>P32</b>
<b>Music GCSE</b>	<b>P33</b>
<b>Music Technology (Technical Award)</b>	<b>P34</b>
<b>Media Studies</b>	<b>P35</b>
<b>Performing Arts (Technical Award)</b>	<b>P36</b>
<b>Philosophy &amp; Ethics</b>	<b>P37</b>
<b>Physical Education</b>	<b>P38</b>
<b>3D Product Design</b>	<b>P39</b>
<b>Textiles Product Design</b>	<b>P40</b>
<b>Triple Science</b>	<b>P41</b>



# English Language

## Qualification

AQA GCSE in English Language

## Objectives

This course enables students to develop essential skills in reading, writing and speaking in different contexts. Therefore, every student must study this subject.

## Overview

The two year course will prepare students for two terminal examinations. Pupils will engage with different types of written text from both literary fiction and non-fiction sources. They will practise writing for a variety of audiences and purposes.

## Skills

Students will develop skills in understanding, analysing, comparing and contrasting texts from different time periods. They will master different written communication forms and develop the accuracy and precision of their use of written English. In speaking & listening, tasks will develop their confidence and articulacy.

## Course Content

Students will study:

- Non-fiction and literary non-fiction from the 19th, 20th and 21st centuries.
- Literary fiction from the 20th and 21st centuries.
- Descriptive and narrative writing.
- Discursive and persuasive writing.
- Spoken presentations, responding to questions and using Standard English in speeches.

## Assessment

**Pupils sit two written exams at the end of the course (100%) - 50% each. There is only one tier for the exam, so all pupils sit the same papers.**

Terminal  
Written  
exams

100%

◇ Paper 1 — Explorations in Creative Reading & Writing (1hr 45 mins)

**Section A** will test pupils' understanding and analysis of one unseen fiction text, taken from the 20th or 21st century.

**Section B** will ask pupils to choose one writing task from a choice of two. These will be descriptive or narrative tasks.

◇ Paper 2 — Writers' Viewpoints & Perspectives (1 hr 45 mins)

**Section A** will ask pupils to analyse and then compare two unseen non-fiction texts, taken from the 19th, 20th or 21st century.

**Section B** will be a discursive or persuasive piece where pupils must express a specific viewpoint.

*Pupils will also complete speaking and listening assessments in class, and whilst a separate mark (pass, merit or distinction) will appear on their final GCSE certificate, these no longer form part of the marks which make up their actual GCSE grade in English language.*

❗ For more information about English Language please contact Mrs Woodford  
[Allie.woodford@millais.org.uk](mailto:Allie.woodford@millais.org.uk)



# English Literature

## Qualification

AQA GCSE in English Literature

## Objectives

Students will develop skills in analysing a variety of literary texts, including poetry, prose and drama, from a range of literary contexts. All pupils must study this GCSE.

## Overview

The two year course will prepare students for 'closed book' terminal examinations. Pupils will be studying texts of different genres and forms, with a view to developing their ability to understand and analyse texts both in close detail and by considering the whole text.

## Skills

Students will develop the ability to understand, analyse and respond to a wide range of literary texts and appreciate the ways different authors achieve their effects. Students will develop an awareness of how social, philosophical and cultural contexts influence literature and the study of different texts.

## Course Content

Students will study:

- A play by Shakespeare.
- A nineteenth century novel.
- A thematic 'cluster' of poetry by a variety of authors.
- A modern play or novel.
- A wide range of poetry in preparation for the 'unseen' section of the paper.

## Assessment

Terminal  
Written  
exams

100%

**Pupils sit two written exams at the end of the course (100%). Both examinations are 'closed book', so pupils will not be allowed any texts in the exam hall. There is only one tier for the exam, so all pupils will sit the same papers.**

◇ Paper 1 — Shakespeare and the 19th Century Novel (1hr 45mins)

**Section A—Shakespeare** will require pupils to write in detail about an extract printed on the paper, then the text as a whole.

**Section B—19th Century Novel** will require pupils to write in detail about an extract printed on the paper, then the text as a whole. **40% of GCSE**

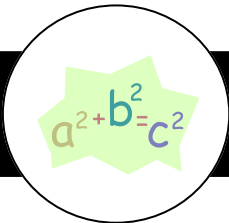
◇ Paper 2 — Modern Texts & Poetry (2hrs 15mins)

**Section A—Modern Text** will require pupils to write an essay about a whole play. There will be a choice of two questions.

**Section B—Poetry Comparison** will require pupils to compare two poems from the cluster they have studied. Only one poem will be printed on the paper.

**Section C—Unseen Poetry** will require pupils to write two essays: the first about an unseen poem alone, the second briefly comparing this to another unseen poem. **60% of GCSE**

❗ For more information about English Literature please contact Mrs Woodford [allie.woodford@millais.org.uk](mailto:allie.woodford@millais.org.uk)



# Mathematics

## Qualification

EDEXCEL GCSE Mathematics (1MA1)

## Objectives

While studying mathematics you will be expected to:

- Use mathematical skill and knowledge to solve problems
- Use logic and reason to solve problems
- Break down problems into small steps in order to solve them
- Use the mathematics that you learn to solve problems that might happen in real life
- Learn to use a calculator to solve problems quickly and effectively

## Overview

Mathematics is one of the most useful subjects you learn at school. It gives you vital tools needed to study many degree subjects, particularly among the laboratory and social sciences, as well as in engineering and technology. It also teaches you a wide range of transferable skills that will benefit you in whatever jobs you take. And it provides you with the numeracy required to take control of your daily lives, whether managing your finances or judging the latest government statistics. You will probably not notice a lot of difference in your mathematics lessons when you start this course as your teacher will be able to carry on from the work you did at Key Stage 3.

## Skills

During the course you will develop the following skills:

- How to solve problems
- Analytical thinking
- Conceptual ability
- Communication skills

## Course Content

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped together into six areas:

- Number
- Algebra
- Geometry and Measures
- Statistics
- Probability
- Ratio, Proportion and Rates of Change

## Assessment

Written Exam

100%

GCSE Mathematics is solely assessed by external examinations. These will take place in the summer term of Year 11. The assessment will be in the form of three written papers; Paper 1 is non-calculator; Papers 2 and 3 are calculator-required exams. There are two tiers of entry: Higher (9—4) and Foundation (5—1).

**i** For more information about Mathematics please contact Miss Robson at [dol.maths@millais.org.uk](mailto:dol.maths@millais.org.uk)



# Modern Foreign Languages



**Chinese**



**French**



**German**



**Italian**



**Spanish**

**Almost all students take one language at GCSE. This will be the language you have studied in Year 9. If you have studied two languages in Year 9, you can carry on with just one or choose to continue with both.**

**If you speak another language, there may be the opportunity of completing an extra GCSE. Please contact Mrs Clark for more information.**

## Qualification

**AQA GCSE in Chinese, French, German, Spanish and Italian. All of these follow the AQA exam syllabus.**

## Overview

The GCSE full course seeks to build on the language learnt and the skills developed at KS3.

## Objectives

By the end of the course you will be able to:

- Share your interests, ideas and opinions with other people who speak your chosen Modern Foreign Language, on a variety of subjects.
- Use the skills you have gained in a variety of future careers.

By the end of the course you will have developed:

- An understanding of your chosen Modern Foreign Language in a variety of contexts.
- A knowledge of the vocabulary and structures.
- Transferable language learning skills.
- The ability to communicate effectively and present yourself in front of others.
- A cultural awareness and understanding of the countries and communities where the language is spoken.

## Skills

Building on your skills gained at KS3, you will develop the ability to:

- Listen and understand the spoken language in a range of contexts and a variety of styles, across a range of topics.
- Communicate in writing for a variety of purposes, using a wide range of structures and tenses.
- Communicate effectively in speech, developing your fluency and confidence, as well as using a wide range of structures.
- Read and respond to different types of written language.

## French, German, Spanish, Italian and Chinese Course Content

The course is divided into 3 key themes which cover a number of topics some of which you may have already studied at a basic level at KS3.

**Identity and culture** — Me, my family and friends, Technology in everyday life, Free-time activities, Customs and festivals in the relevant target language speaking countries/communities.

**Local, national, international and global areas of interest** — Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism.

**Current and future study and employment** — My studies, Life at school/college, Education post-16, Jobs, career choices and ambitions.

## Assessment

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

The exams are equally weighted and will be set and marked by AQA. The Speaking tests will still however be conducted by the class teacher.

Exams in all four skills will be tiered, however you must sit the exams in all four skills at the same tier. The foundation tier covers grades 1-5 and the higher tier covers grades 4-9.

The Speaking test will consist of 3 different parts:

- A role play
- A discussion about a photo
- General conversation on 2 themes, one, which is chosen in advance

The writing test will consist of a variety of unseen questions, but on topics which will have been prepared in class throughout Key Stage 4. Access to dictionaries is not permitted at any time during the test.

Translations: You will have to translate from English into the target language in the Writing exam and the target language into English in the Reading exam. The translation tasks will be based on sentences or short passages, depending on the Tier.

① For more information about MFL please contact Mrs Clark: [alison.clark@millais.org.uk](mailto:alison.clark@millais.org.uk)



# Science

## Qualification

**AQA GCSE in Combined Science Trilogy AQA 8464**

## Objectives

The 2 year course includes Biology, Chemistry and Physics components. The course aims to:

- Encourage students to develop a critical approach to scientific evidence
- Develop the scientific literacy needed by every citizen
- Explore the implications of science for society
- Be suitable as a basis for further study of science

## Overview

All students in Year 10 take either this course or Triple Science (an option subject).

## Skills

By the end of this course students will have:

- Gained knowledge and understanding of science and how science works
- Applied their skills of knowledge and understanding to new situations
- Developed practical, enquiry and data handling skills

## Course Content

### Biology

Summary of Content:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### Physics

Summary of Content:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

### Chemistry

Summary of Content:

- Atomic Structure and Periodic table
- Bonding, structure and properties of matter
- Quantitative Chemistry
- Chemical Changes
- Energy changes
- The rate of chemical change
- Organic Chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

## Assessment

There are six papers of 1hr 15mins: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

 For more information about Science please contact Mrs Cowell [sec01@millais.org.uk](mailto:sec01@millais.org.uk)



## Personal Development (non-exam)

### Objectives

The Personal Development course will give students knowledge and understanding of personal, social and health education to enable them to develop confidence and responsibility, healthy lifestyles, effective relationships and financial capability.

Statutory RSHE is embedded within our Personal Development curriculum at Millais.

In addition, the course covers the statutory need for students to study RE and Citizenship, and will develop their understanding of the role of religion in British society and the way it influences people's decisions about controversial issues. It will also provide students with knowledge, skills and understanding to prepare them to play a full and active part in society.

### Course Content

The course will cover a range of topics, including, but not limited to:

- Keeping safe: a refresher of students' knowledge about safety around alcohol, drugs, smoking and in relationships
- First Aid: students will develop the knowledge and skills to assist a qualified First Aider in an emergency situation, including CPR, the recovery position, treating burns, bleeding and other injuries
- Ethical issues around the value of human life
- Ethical issues relating to refugees and migration
- Prejudice, discrimination and inclusion: Sexism and Homophobia are the main focus of these lessons and how to positively include people within society
- Study and revision skills: giving students the tools to prepare for their GCSEs effectively
- Emotional wellbeing: how to balance the pressures of life and where help can be found when things get tough
- Post 16 options: how to prepare for college interviews and applications
- Careers and Finance: allowing students to consider the next steps after leaving education and how to manage their life choices
- Politics: key discussion around the political spectrum, citizen's rights and responsibilities in relation to political participation in the UK and the influence of

 For more information about Personal Development please contact [clj01@millais.org.uk](mailto:clj01@millais.org.uk)





# Physical Education

## Qualification

In core PE lessons students can opt to follow one of three activity pathways which include Creative, Lifestyle and Team. None of these options are examined.

## Course Content

The courses cover a range of different activities including netball, dance, lacrosse, rounders, team building, fitness, badminton, athletics and volleyball. You get some choice about which activities you would like to do in your pathway. You will also have the opportunity to work in the fitness suite for one of your blocks.

## Assessment

You are assessed in relation to your attitude to learning, organisation and participation throughout the year.

### Coursework Element:-

None

## Frequently asked questions

### **Do I still do core PE if I pick GCSE PE?**

*Yes you do. Core PE is part of the national curriculum and all students in KS4 must follow it. GCSE PE is your option choice. Think of it as a separate subject.*

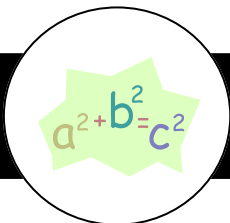
### **Do we get to choose what we do?**

*You will get some degree of choice regarding activities depending on facilities, staff expertise etc.*

### **What kit do we wear?**

*In year 10 and 11 you still wear Millais PE kit but you decide what you want to wear for each activity. In other words you can wear plain black leggings, black track suit bottoms, black shorts or a black skirt, whenever it suits you throughout the year.*

**i** For more information about PE please contact Miss Ashdown on [rla01@millais.org.uk](mailto:rla01@millais.org.uk)



# Additional Mathematics

## Qualification

**Additional Mathematics: Free Standing Mathematics Qualification  
OCR Specification 6993  
Statistics: Edexcel Specification 1ST0**

## Objectives

Extend your mathematical skills used in GCSE Mathematics full course GCSE to a greater depth. This improves your algebraic and statistical skills which will enable you to be comfortable with A level Mathematics.

## Overview

Additional Mathematics provides candidates with an introduction to the mathematics studied in AS and A Level GCE modules and is graded using the A-E system for AS levels. This course provides an excellent bridging qualification between GCSE and A level and introduces many advanced mathematical ideas that are required in A Level subjects such as Chemistry and Physics as well as A Level Mathematics.

GCSE Statistics provides candidates with an introduction to the collection and analysis of data. These skills are needed across a range of subjects at A Level such as Psychology, Geography and Biology amongst others.

This is a demanding course and so is only recommended for those students who have a flightpath 8 or above in Mathematics.

## Skills

During the course you will develop the following skills:

- High level thinking and reasoning
- Problem solving
- Statistical analysis
- Proof
- Communication

## Course Content

The Additional Mathematics course covers many advanced topics and provides an introduction to logarithms, differential and integral calculus, the binomial expansion as well as developing algebraic manipulation and coordinate geometry studied in the Mathematics GCSE.

GCSE Statistics builds on the data collection, representation and analysis sections of GCSE Mathematics as well as develop understanding of probability by introducing the binomial and normal distributions.

## Assessment

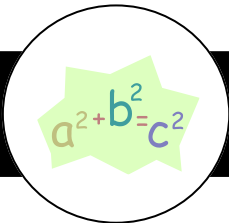
Additional Mathematics is examined by a single 2-hour paper and is graded from A to E.

Written Exam

100%

GCSE Statistics is examined by two 90-minute papers and is graded from (9-4)

**i** For more information about Mathematics please contact Miss Robson at [dol.maths@millais.org.uk](mailto:dol.maths@millais.org.uk)



# Further Mathematics

## Qualification

**Further Mathematics: AQA Level 2 Certificate in Further Mathematics Specification (8365)**  
**Statistics: Edexcel Specification 1ST0**

## Objectives

Extend your mathematical skills used in the GCSE Mathematics full course GCSE to a greater depth. This improves your algebraic and statistical skills which will enable you to be comfortable with A level Mathematics.

## Overview

Further Mathematics provides candidates with an introduction to the mathematics studied in AS and A Level GCE modules and is graded from (9-5). This course provides an excellent bridging qualification between GCSE and A level as it extends beyond the scope of GCSE Mathematics.

GCSE Statistics provides candidates with an introduction to the collection and analysis of data. These skills are needed across a range of subjects at A Level such as Psychology, Geography and Biology amongst others.

This course is only recommended to those who have a flightpath 7 or above in Mathematics.

## Skills

During the course you will develop the following skills:

- High level thinking and reasoning
- Problem solving
- Statistical analysis
- Proof
- Communication

## Course Content

The Further Mathematics course covers many advanced topics and provides an introduction to matrices and differential calculus as well as developing algebraic manipulation, coordinate geometry, trigonometry and sequences that are studied in the Mathematics GCSE.

GCSE Statistics builds on the data collection, representation and analysis sections of GCSE Mathematics as well as develop understanding of probability by introducing the binomial and normal distributions.


## Assessment

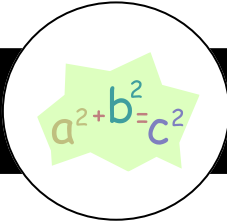
Further Mathematics is examined by two 105-minute papers and is graded from (9-5).

GCSE Statistics is examined by two 90-minute papers and is graded from (9-4)

Written Exam

100%

 For more information about Mathematics please contact Miss Robson at [dol.maths@millais.org.uk](mailto:dol.maths@millais.org.uk)



# Mathematics—Statistics

## Qualification

**Statistics: Edexcel Specification 1ST0**

## Objectives

Extend your statistical enquiry skills used in the GCSE Mathematics full course GCSE to a greater depth. This will enable you to analyse data more effectively and is excellent preparation for the study of Psychology, Biology, Mathematics, Economics, Business Studies or Geography at A Level.

## Overview

GCSE Statistics continues the work on Handling Data that pupils have studied at Key Stage 3. The course will also help your general mathematics as well as focusing on a variety of skills.

This includes planning statistical surveys, understanding “How to Lie with Statistics”, in depth work on probability and how to interpret data.

This course is aimed at students with a flightpath of 4 or 5 in Mathematics.

## Skills

During the course you will develop the following skills:

- High level thinking and reasoning
- Problem solving
- Statistical analysis
- Communication

## Course Content

The Statistics GCSE consists purely of Handling Data topics. These include

- Representing and Processing Data
- Probability
- Understanding Central Tendency, Spread and Skew

## Assessment

GCSE Statistics is examined by two 90-minute papers and is graded from (9-1)

Written Exam

100%

**i** For more information about Mathematics please contact Miss Robson at [dol.maths@millais.org.uk](mailto:dol.maths@millais.org.uk)



# Art and Design

## Qualification

Eduqas GCSE in Art & Design

## Objectives

To develop pupils':

- Creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- Cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- Personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment

## Overview

The qualification is assessed 60% on Coursework and 40% on the Externally Set Assignment (ESA = a practical test)

Throughout the course pupils will:

- Develop and explore ideas through investigations of different sources
- Experiment with media, materials, techniques and processes
- Record ideas, observations and insights
- Produce personal responses using visual language to realise intentions

## Skills

Pupils will learn to:

- Carry out appropriate research
- Develop insight into work from different contexts
- Learn to use different media and processes
- Investigate and analyse ideas from a variety of sources
- Observe and record in drawings, photographs and writing
- Express visual, spatial, textural and other qualities in their work
- Develop and communicate ideas in different ways
- Analyse and understand other artists' work
- Critically review own work
- Form personal connections with different sources of inspiration
- Present individual responses and produce successful outcomes

## Course Content

A Personal Portfolio will be produced, this will contain coursework produced both under supervision (in school) and independently (at home).

We follow an 'Unendorsed syllabus', which requires that work is submitted in two different areas, such as 'Painting' and 'Three-dimensional design'.

Coursework is made up of two different themes, which each allow for a variety of different interpretations, and which vary from year to year.

The course covers a wide range of different media and processes including: drawing, painting, collage, printmaking, designing, 3-D work, textiles, and ICT.

The ESA paper is given out at least 12 weeks prior to the exam to enable pupils to produce preparatory work both in school and at home, which is assessed together with the final exam piece. There is no unseen written examination for this course.

## Course Content

Each project contains both practical and critical work.

Critical studies involve looking at: the work of other cultures, art movements, individual artists, and crafts people, as well as different social and historical contexts.

The majority of work is practical, but pupils are expected to produce written research, and document their thoughts, ideas, and opinions; reviewing the progress of their work.

Both projects involve keeping sketchbooks, or producing sheets of preparatory studies and research.

There is a lot of emphasis on developing research skills using a range of sources such as: galleries and museums, books, magazines, and information technology.

Projects last approximately two terms.

Pupils will develop their own ideas and responses leading to a final outcome for each part of the course, which will be the culmination of their research, exploration of media and ideas, and preparation.

Coursework is internally assessed and externally moderated.

## Assessment

There is an Externally Set Assignment with approx. 30 hours of lesson time to prepare, and which is carried out under supervision for 10 hours (over two days) The theme of the ESA is set by Edexcel, and is publicised in January of Yr11.

Pupils are permitted advice and guidance during their preparation for the ESA, but not during the 10 hour timed period, when they must work independently.

Pupils' work is internally assessed at the end of the course, in May, and is externally moderated by a visiting examiner.

Assessment is based on the extent to which the 4 externally set Assessment Objectives have been met.

The Personal Portfolio is worth 60% of the total GCSE Mark, and the Externally Set Assignment is worth 40%.

## Trips/Visits

### **Trips/ visits to support the subject in Year 10 & 11:**

There is one day trip in Year 10 and another in Year 11.

These vary depending on the project.

We have visited: the V&A, Tate Modern, Tate Britain, The Royal Academy, Kew Gardens, The Royal Pavilion, Charleston House, Pallant House Gallery.

**Details of frequently asked questions (with answers) can be obtained in the Art Subject Area.**



# Child Development

## Qualification

### OCR Level 1/2 Cambridge National Certificate in Child Development

All students are able to access Level 2. The final grade determines whether the student ends with a Level 1 or 2.

## Objectives

This course aims to:

- Develop your knowledge and understanding of how babies and children develop from conception to age 5
- Develop your understanding of human reproduction and contraception
- Develop your understanding of how to care for a child up to the age of 5
- Develop your awareness of professionals in antenatal and postnatal care and in childhood illness and safety
- Develop your skills in research and planning activities for children

## Overview

You will develop knowledge and understanding in relation to pregnancy, parental responsibility, antenatal and postnatal care, diet and health of babies and children, stages of child development and support available to the family. This course would suit those considering a career in child care or who want to know more about how young children develop.

It will support students who wish to go on to study Child Care, Health and Social Care, Psychology, Sociology and Biology.

## Skills

This course will develop your ability to:

- Plan and carry out investigations
- Analyse and evaluate evidence
- Record information
- Make reasoned judgments

## Course Content

The course is divided into three units:

1. Health and well-being for child development—including reproduction, parental responsibility, antenatal and postnatal care, childhood illnesses and child safety.
2. Creating safe environments for children and understanding the nutritional needs of children from birth to five years, plus investigating and choosing equipment.
3. The development of a child from one to five years, using observation and research techniques.

## Assessment

### External Assessment:

Unit 1- Written Exam Paper - 1hr 15mins - 70 marks (40% of total marks)

### Internal Assessments: Coursework

Unit 2 - Create a safe environment and understand the nutritional needs of children from birth to five years - 60 marks (30%)

Unit 3 - Understand the development of a child from one to five years - 60 marks (30%)

**Note: it is essential that students have regular access to a child who will be 5 or under by the end of Year 11 in order to complete course-work.**

**i** For more information about Child Development please contact either Mrs Jones or Ms. Keith

caroline.jones@millais.org.uk  
charley.keith@millais.org.uk



# Citizenship

## Qualification

**AQA GCSE in Citizenship**

## Objectives

Citizenship education aims to equip students with the skills to participate in decision making, and play an active role as effective citizens in public life.

## Overview

GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

## Skills

This course will help you to develop the skills of:

- Communication and debating
- Planning and research
- Developing viewpoints and sustaining an argument
- Analysis and evaluation
- Activism and advocacy

You will be taught about issues such as:

## Course Content

- Rights and responsibilities—legal frameworks to make these work
- Politics — Democracy and other systems of governance
- Justice and the legal system—the law, the role of the police and citizens. Crime and criminality
- Identity—British values, migration and diversity
- The world as a global community—including the role of the European Union, the Commonwealth and the United Nations
- How to campaign to raise awareness and effect change—creating your own campaign event
- Exploration of issues impacting society— and the impact a citizen can have within their community.

## Assessment

There are two 1 hour 45 minute exam papers, covering the four main themes:

**Written Exam**

**100%**

- Life in Modern Britain
- Rights and Responsibilities
- Politics and Participation
- Taking Citizenship Action

There will be a mixture of multiple choice questions, short answers and extended responses.

**i** For more information about Citizenship please contact Mrs. Jones on [clj01@millais.org.uk](mailto:clj01@millais.org.uk)





# Computer Science

## Qualification

Edexcel GCSE in Computer Science

## Objectives

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. This course aims to provide students with the knowledge and skills to program their own applications. The course will be a firm basis for future studies in 'A' level Computer Science and degree level studies.

## Overview

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. This has opened up exciting opportunities for many interesting careers.

## Skills

You should be able to think logically and enjoy being creative. You need to be able to work in a variety of different ways and use your initiative in order to solve problems. It would be helpful but not essential if you already had some Python skills.

## Course Content

Students will do practical programming using Python. They will learn how to write, debug and test their programs to enable them to develop the skills to articulate how programs work and argue using logical reasoning for the correctness of programs in solving specified problems.

Students will also study theory of:

- Data – understanding binary, data representation, data storage and compression.
- Computational thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.
- Networks - understanding of computer networks and network security.
- Issues and impact - awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

## Assessment

Paper 1 - Written exam: 1 hour 30 minutes • 75 marks • 50% of GCSE

Paper 2 - Practical assessment of programming skills: 2 hours • 75 marks • 50% of GCSE

**i** For more information about Computer Science please contact Mrs Hunt or your Computing teacher  
RZH01@millais.org.uk



# Dance

## Qualification

**AQA GCSE in Dance**

## Overview

Allows for a mixed focus on practical and theoretical components, enabling the course to challenge students equally in choreography, performance and appreciation skills.

The in depth study and analysis of six professional dance works encourages mature, independent and critical thinkers. These works cover a range of styles which encourages versatility in dance performance and expands artistic exposure.

## Course Content

During your GCSE dance lessons you will work on improving and developing the physical, technical, expressive and mental skills necessary for effective performance.

There is a large emphasis on composing choreography through collaborative and independent processes. Pupils are required to replicate set movement phrases as a soloist, therefore it is **crucial that dancers are confident in performing solo material**. You will be expected to explore and synthesise ideas through movement, whilst demonstrating understanding of actions, space dynamics and relationships.

Reflective practice will be encouraged throughout the course within their independent critical appraisal. Students will be inspired to develop their own performance, creative and choreographic practise, alongside the theoretical knowledge and interpretive skills. Finally, there is an expectation that through your study of the six anthology works you will show a critical appreciation, further improving your perceptual, evaluative and reflective skills.

GCSE Dance is ideal only for those with a serious and committed passion for dance due to its extensive extra-curricular schedule.

## Assessment


### Component 1: Performance and Choreography

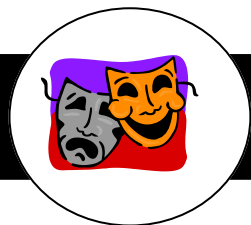
Performance- 30% of GCSE (two solo phrases and a group piece)

Choreography- 30% of GCSE (either solo or group composition)

### Component 2: Dance Appreciation

40% of GCSE- Written exam: 1 hour 30 minutes

 For more information about Dance please contact Miss Tomlinson on [kjt01@millais.org.uk](mailto:kjt01@millais.org.uk)



# Drama

## Qualification

Eduqas GCSE in Drama

## Objectives

Drama GCSE is an exciting, creative and challenging course that has been designed to help candidates explore and develop a wide range of theatre skills including acting, devising and improvising.

## Overview

The balance between the controlled assessment tasks and the written examination gives candidates the best opportunity to succeed.

## Skills

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study which enables learners to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance

## Course Content

Students will refine their skills by performing in various styles of theatre before being assessed in three components.

Students will learn to record their ideas effectively throughout the course in readiness for the final written exam and the assessment of a written evaluation using notes from the process of creating a performance.

Students will have the opportunity to devise a theatre performance as well as perform extracts from a script. Students will also have the option of taking on a technical role such as lighting, sound, set design or costume and make-up should they wish to.

## Assessment

**Component 1: Devising Theatre** 40% of qualification

Students will be assessed on either acting or design.

Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.

Students will produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

**Component 2: Performing from a Text** 20% of qualification

Externally assessed by a visiting examiner

Students will be assessed on either acting or design.

They will study two extracts from the same performance text chosen by the centre. Students will participate in one performance using sections of text from both extracts.

**Component 3: Interpreting Theatre** 40% of qualification

Written examination: 1 hour 30 minutes

40% of qualification

**i** For more information about Drama please contact Mrs. Sykes or Miss Peck



# Design & Technology: Engineering

## Qualification

### AQA GCSE in Engineering

## Objectives

This course is aimed at developing students' knowledge and understanding of how engineers work to design and make products and systems that meet identified user requirements. The main focus of the work will be based around products and systems made from metals and plastics and incorporating mechanisms and simple electronic control systems.

## Overview

During Year 10 students will tackle a range of projects, designed to acquire skills in both design and manufacture. The students will experience using metal, plastic, smart materials, card and board as well as working with electronic components and systems. This work will enable students to practise and develop the skills needed for their GCSE coursework. Moving into Year 11 we will focus on one high quality final project and supporting folder which is worth 50% of their final GCSE.

## Skills

- Generate design proposals against stated design criteria, and to modify their proposals in the light of on-going analysis, evaluation and product development.
- Consider environmental and sustainability issues when designing products.
- Use, where appropriate, a range of graphic techniques and ICT including CAD to generate, develop, model and communicate design proposals.
- Have knowledge of Computer-Aided Manufacture and use as appropriate.
- Manufacture products applying quality control procedures and work accurately and efficiently in terms of materials and components.
- Use tools and equipment safely with regard to themselves and others.
- Ensure, through testing, modification, and evaluation, that the quality of their products is suitable for intended users and devise modifications if necessary.

## Course Content

The course will cover the following topics:

- Materials and components.
- Structures and Forces
- Mechanisms and Electronic Control Systems
- Standard industrial manufacturing techniques.
- ICT and CAD/CAM processes.
- Health and Safety.
- Sustainability and environmental impact.

## Assessment

The course has one level of assessment tier and will be graded using the new numerical grading system, 9 to 1.

**Written Exam**

**60%**

**Controlled  
assessment**

**40%**



# Food Preparation and Nutrition

## Qualification

WJEC/Eduqas GCSE in Food Preparation and Nutrition

## Objectives

Students will learn to demonstrate and apply knowledge and understanding of food, cooking and nutrition. They will plan, prepare, cook and present dishes combining appropriate techniques. They will analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others.

## Overview

Following this qualification will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

It should enable students to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

## Skills

Students will take part in a wide range of practical tasks related to food including food science, planning, preparation, cooking and serving. They will also develop teamwork and organisational skills and the ability to work to deadlines.

## Course Content

The course will cover the following topics:

- Principles of Nutrition
- The Science of Food
- Food Spoilage
- Cooking and Food Preparation
- Diet and Good Health
- Food Provenance/Manufacturing and Sustainability
- Planning Meals
- Food Commodities

## Assessment

Controlled  
assessment

50%

Written  
Exam

50%

**Controlled Assessment:** The course is a single tier assessment covering GCSE grades 9 - 1.

The course will be assessed by:

**Written Examination** – Component 1 (50%) 1hr 45mins in 2 sections

Section A:- questions based on a specific stimulus/theme

Section B:- a range of question types to assess content related to food preparation and nutrition. This will be externally set and marked.

**Non-examination assessment** – Component 2 (50%) 20hrs in total.

Assessment 1 - Food Investigation (15%) 8 hours - A scientific food investigation to assess knowledge in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2 - Food Preparation (35%) 12hrs - Prepare, cook & present a menu. This will involve planning, making and evaluation.



# Geography

## Qualification

### AQA GCSE in Geography

## Objectives

By the end of the course students should have:

- Acquired knowledge and understanding of a range of places, environments and geographical patterns at a range of scales, as well as an understanding of physical and human process
- Developed a sense of place and appreciation of the environment
- Awareness of the ways in which people and environments interact and the importance of sustainable development in those interactions
- Developed an understanding of global citizenship and the way in which places and environments are interdependent
- Recognised that geography is dynamic because places, features, patterns and issues change
- Acquired skills and techniques needed to conduct geographical study and enquiry
- Developed a critical understanding and appreciation of people's values and attitudes as well as their own.

## Overview

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

## Skills

The course requires students to have some basic skills from Key Stage 3 and aims to develop them extensively during the two year course:

- Reading and writing skills
- Map work skills
- Decision making skills
- Interpretation skills
- Graphing skills
- Field work skills
- Data collection and analysis skills

## Course Content

Three key themes are covered:

### **1 Living with the physical environment—examination 1 hr 30 (35%)**

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world

### **2 Challenges in the human environment—examination 1 hr 30 (35%)**

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

### **3 Geographical applications—examination 1 hr 15 (30%)**

- Issue evaluation
- Fieldwork

## Assessment

Written Exam

100%



# Design & Technology: Graphic Products

## Qualification

**AQA GCSE in Design & Technology**

## Objectives

This course is aimed at developing students' knowledge and understanding of how designers and manufacturers work together to produce products that meet identified market needs. Students will specialise in Graphic Products such as packaging, cardboard engineering and information graphics but will also learn some core content relating to Product Design in general.

## Overview

During a GCSE Graphics course you will develop your ability to design and produce high quality graphic products using a wide range of graphic and modelling materials including ICT and CAD/CAM. This course is suitable for pupils with an interest in design who would like to develop their creativity by completing a varied range of 2D and 3D projects.

## Skills

- Generate design proposals against stated design criteria, and to modify their proposals in the light of on-going analysis, evaluation and product development.
- Consider environmental and sustainability issues when designing products.
- Use, where appropriate, a range of graphic techniques and ICT including CAD to generate, develop, model and communicate design proposals.
- Have knowledge of Computer-Aided Manufacture and use as appropriate.
- Manufacture products applying quality control procedures and work accurately and efficiently in terms of materials and components.
- Use tools and equipment safely with regard to themselves and others.
- Ensure, through testing, modification and evaluation, that the quality of their products is suitable for intended users and devise modifications if necessary.

## Course Content

The course will cover the following topics:

- Materials and components.
- Mechanisms and Systems
- Design and market influences.
- Standard industrial manufacturing techniques.
- ICT and CAD/CAM processes.
- Health and Safety.
- Marketing & Packaging.
- Sustainability and environmental impact.

## Assessment

Controlled assessment - The course has one level of assessment tier and will be graded using the new numerical grading system, 9 to 1.

Controlled  
assessment

50%

The coursework and the final written exam are equally weighted.

Written Exam

50%

**i** For more information about Graphic Products please contact Mr Holmes  
On [MMH01@millais.org.uk](mailto:MMH01@millais.org.uk)



# History

## Qualification

Edexcel GCSE (9-1) History

## Objectives

By taking this course, you will gain an understanding of how and why our country (and our World) developed over the course of over one thousand years; and how those changes have shaped our own world today. By using primary and secondary sources, which may be written, visual or spoken, you will learn the reasons why individuals acted as they did in the past, and you will be able to assess what the consequences of their actions were.

## Overview

Studying History is highly beneficial to many career choices due to the skills it teaches. The Higher Educational Statistical Agency places History in the top five disciplines in terms of successful employability within six months of graduation. A well-regarded university states: *"Important abilities and qualities of mind are acquired through the study of History. They are particularly valuable for the graduate as citizens and are readily transferable to many occupations and careers."* London School of Economics and Political Science.

## Skills

Employers need people who are: **tolerant and open-minded, good at problem-solving, independent thinkers, able to select relevant information, able to present an argument and able to organise and present information effectively.** History will equip you with all of these skills.

## Course Content

### **Paper 1: British Thematic Study with Historical Environment.**

Crime and Punishment in Britain from c.1000 to present day.

A local History study: Whitechapel c.1870—1900, crime, policing and the inner city.

### **Paper 2: Period Study and British Depth Study**

Superpower relations and the Cold War, 1941—1991.

Early Elizabethan England, 1558—1588.

### **Paper 3: Modern Depth Study**

Weimar and Nazi Germany, 1918—1939.

## Assessment

Written Exam

100%

You will take 3 written exams.

**Paper one** is 1 hour 15 minutes long and is worth 30% of your final mark. This examines your ability to describe, explain, analyse past events and evaluate historical sources.

**Paper two** is 1 hour and 45 minutes long and is worth 40% of your final mark. This examines the same historical skills as Paper 1.

**Paper three** is 1 hour and 20 minutes long and is worth 30% of your final mark. As well as assessing the same skills as Papers 1 and 2, it also examines your ability to explain historical interpretations of past events and figures.

**i** For more information about History please contact Mrs Guédes-Wright on [aw01@millais.org.uk](mailto:aw01@millais.org.uk)





# Information Technology

## Qualification

**Cambridge National Award in IT**

## Objectives

This qualification is mainly skills based and is equivalent to a GCSE. This course will help you develop a range of IT skills that will be relevant in a variety of work-places. Learning will take place through a mixture of real-life case studies, practical tasks and a study of theoretical concepts.

## Overview

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:

- Using different applications and tools to design, create and evaluate IT solutions and products
- Creating a data manipulation solution
- Creating an Augmented Reality prototype.

## Skills

The course will focus on the following skills(R060 and R070):

- Planning and designing the spreadsheet solution
- Creating the spreadsheet solution
- Testing the spreadsheet solution
- Evaluating the spreadsheet solution.
- Augmented Reality (AR)
- Designing an Augmented Reality (AR) model prototype
- Creating an Augmented Reality (AR) model prototype
- Testing and reviewing.

## Course Content

R050: IT in the digital world

This is assessed by taking an exam.

In this unit you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world.

Topics include:

- Design Tools
- Human Computer Interface (HCI) in everyday life
- Data and testing
- Cyber-security and legislation
- Digital Communications
- Internet of Everything (IoE).

## Assessment

**Written Paper:** 1hour 45 R050 IT in the Digital World

**Centre-assessed task:** 2 NEA's done in class.

R060 Data manipulation using spreadsheets.

R070 Using Augmented Reality to present information.



# GCSE Music

## Qualification

**EDUQAS GCSE in Music**

## Objectives

The course will encourage students to:

- engage actively in the study of music through performing, composing and analysing
- develop musical skills and interests, including the ability to make music individually and in groups
- understand and appreciate a range of different kinds of music through listening and analysing

## Overview

&

## Assessment

The qualification is assessed 30% on Performing (one solo and one group performance recorded in Y11 in the presence of your teacher), 30% on Composing (two compositions) and 40% on a Listening and Analysing exam (1 hour 15 minutes).

Throughout the course, students will:

- Perform as a soloist as well as in a group. Students will need to either be able to sing or play a musical instrument with confidence.
- Develop compositional skills.
- Study two set works in detail and explore music from a range of genres including classical, jazz, blues, musical theatre, film and pop.

This is a practical, creative course which gives students a solid foundation for further education of various Music courses.

It may lead to work opportunities, careers and extended study in the following areas:

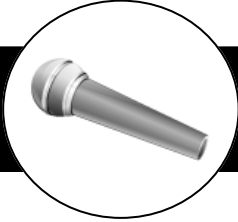
- Musical performance—artist, session instrumentalist/singer
- Composing and arranging
- Music administration, including journalism and media
- Record Industry—including A&R, promotion, publishing, broadcasting
- Music production—studio engineer, technician
- Teaching and lecturing

The knowledge, skills and understanding that students have acquired throughout the key stage 3 music course are the foundation for the GCSE work.

## Skills

The course will develop skills in the following areas:

- performing as a soloist and as part of an ensemble (group)
- composing music using a variety of structures, styles and genres
- composing and performing using music software and recording equipment
- analysing music



# Music Technology (Technical Award)

## Qualification

EDUQAS LEVEL 2 TECHNICAL AWARD (MUSIC TECHNOLOGY PATHWAY)

## Objectives

This is a two year vocational course which is offered to provide a specialised work-related qualification in Music Technology, including live sound, creating musical digitally, sound design and producing high quality recordings in our state-of-the-art recording studio. It is worth the equivalent of 1 GCSE.

## Overview

This course is open to students who have a keen interest in Music Technology and students do not need to be able to perform an instrument or sing confidently to take this course.

There are no exams in this course. 100% of the final grade will be awarded on coursework which students will complete during the course.

Students will learn how to record music using different microphones in a recording studio and live settings and will create their own music using Logic Pro. Students will also learn about Sound Design which involves creating sound and music for the stage.

This course offers students the opportunity to further develop their interest in music and music technology, will give them a solid foundation for further advanced study and offer them knowledge and guidance on how to use these skills in the music industry and the wider world.

It may lead to work opportunities, careers and extended study in the following areas: music production—studio engineer, technician; record Industry—including A&R, promotion, publishing, broadcasting; music administration, including journalism and media; composing and arranging; teaching; session musician/live musician.

## Skills

The course will develop skills in the following areas:

- Music engineering (recording) and music production (creating and editing).
- Arranging and composing music using music software.
- Sound Design
- Researching, planning and delivering music to a given brief.
- Developing your self-management, team work and problem solving skills.

## Course Content

Students will also be responsible for creating a portfolio of their own work for the following units:

**Unit 1: Recording/Sequencing** — Recreating an existing song (30%)

**Unit 2: Composing** — Creating your own music in response to a brief (30%)

**Unit 3: Sound Design** — using technology to create music for the stage (40%)

## Assessment

100%  
Coursework

**i** For more information about Music Technology please contact Mr Mizler on [jhm01@millais.org.uk](mailto:jhm01@millais.org.uk)



# Media Studies GCSE

## Qualification

**EDUCAS GCSE in Media Studies**

## Objectives

The world around us is changing and how we communicate and make sense of the world is more important than ever. In Media Studies, you will study a wide range of broadcast, print and e-media texts, including newspapers, magazines, television, websites, music videos and video games.

## Overview

You will learn to analyse different forms of media, examining them from four perspectives:

- **Form:** How do texts communicate ideas, messages and meanings through their design?
- **Industries:** How are texts produced and regulated? How has this changed over time?
- **Representation:** How does the media shape our understanding of specific social groups, places, events and issues? How has this changed over time?
- **Audience:** How are texts designed in order to appeal to specific audiences? To what extent are audiences shaped by the media, and to what extent do audiences shape the media?

## Skills

During the course you will develop the following skills:

- Knowledge of the media world and its workings
- Academic skills including application of knowledge and theory, analysis, comparison and critical evaluation.
- Practical skills including use of media ICT products (including Photoshop) and cameras used to create print media.

## Course Content

**Paper 1: Exploring The Media**—you will be tested on your understanding of the four key media concepts, applying knowledge to both studied and unseen texts. Questions will include short-answer questions testing in-depth knowledge and an extended response question testing application of concepts and evaluative skills.

**Paper 2: Media forms and contexts**— you will be tested on your deeper understanding of pre-studied media texts, focusing on their three key texts: a magazine, a music video and a TV programme. The exam will be made up of a series of extended response questions testing application of concepts and evaluative skills.

## Assessment

Written Exam

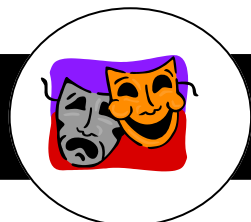
70%

Controlled Assessment

30%

- Two 90 minute terminal written examinations, as detailed above.
- **Controlled assessment:** Creating a media product— pupils will apply their knowledge of media concepts and frameworks to produce a media product aimed at a specific audience of their choice. The brief for this changes each year. Students can choose magazines or film promotion products.

**i** For more information about Media Studies please contact Mrs Woodford [aew01@millais.org.uk](mailto:aew01@millais.org.uk)



# Performing Arts (Technical Award)

## Qualification

**Eduqas Vocational Award in Performing Arts**

## Objectives

The Vocational Award in Performing Arts has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This course will provide learners with the opportunity to develop a range of specialist and general skills that would support their progression into employment in the arts.

## Overview

Learners will experience a broad range of disciplines. The expectation of this specification is that each student specialises in a minimum of **two** of the following performance/production disciplines:

## Skills

**Unit 1** enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece (s) of professional/published work. This unit can be completed through any one of the following disciplines:  
**Drama or Musical Theatre.**

**Unit 2** enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the following disciplines from either performance or production:

## Course Content

### Performance disciplines

Devised drama  
Choreography

### Production disciplines

Costume design      Make-up and hair design  
Set design              Lighting design  
Sound design

**Unit 3** introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.

## Assessment

Units 1 and 2 are internally assessed and Unit 3 is assessed externally.

**i** For more information about the Performing Arts Technical Award please contact Mrs Sykes or Miss Peck on [hks01@millais.org.uk](mailto:hks01@millais.org.uk) or [epp01@millais.org.uk](mailto:epp01@millais.org.uk)



# Philosophy and Ethics

## Qualification

**AQA GCSE (9-1) Religious Studies A: Religion and Thematic studies**

## Objectives

This course aims to:

- Develop your knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority of the religions you study
- Develop your knowledge and understanding of religious and non-religious beliefs and perspectives on a range of issues
- Develop your ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating the depth and breadth of your understanding of the subject
- Give you the opportunity to reflect on and develop your own values, beliefs and perspective on the meaning, purpose and truth of human life
- Reflect on and develop your own values, beliefs and attitudes in light of what you have learnt and contribute to your preparation for adult life in a multi-faith society and global community.

## Overview

This course will enable you to consider the influence of belief and faith on modern society, through the study of Christianity and Buddhism (the only Atheist world religion), and the impact of different ethical views on complex and controversial issues. Students of all abilities and beliefs excel at Philosophy and Ethics if they are curious, critical and able to justify their own opinions. Philosophy and Ethics will suit you if you want to develop these skills further and makes an ideal companion for many other GCSE courses. It is also an excellent preparation for A level Philosophy (a popular choice for girls post-Millais) which is valued by Russell Group Universities in applicants for highly competitive degree courses, such as Medicine and Law.

## Skills

Philosophy and Ethics develops the academic skills required for many A level and degree courses, and particularly complements those developed in English Literature and History GCSEs. You will become adept in analysis and interpretation, and confident in written evaluation. Exam questions test your ability to provide reasons and evidence to support your beliefs and theories as well as your knowledge.

Philosophy and Ethics also develops your debate and discussion skills; whether you are a keen public speaker or prefer to listen and reflect, there is a role for you.

## Course Content

This course critically examines a range of ethical and philosophical issues from the perspective of two contrasting religions, Christianity and Buddhism.

Paper 1 involves an exploration of the key philosophy and practices of each religion; the theology of Christianity and the atheistic perspective of Buddhism.

Paper 2 is devoted to ethics, the study of right and wrong. Including:

- Issues of life and death, such as abortion and euthanasia
- Relationship and family matters, such as gender equality
- Issues of human rights and social justice
- Questions of crime and punishment—is the death penalty right?

## Assessment

Two exams, each 1 hour 45 minutes long. Questions progress from a multiple choice 1 mark starter to a 12 mark essay, measuring your ability to evaluate the evidence you've studied and reach your own conclusion.

Written Exam

100%

**i** For more information about Philosophy and Ethics please contact Mrs Guédes-Wright on [aw001@millais.org.uk](mailto:aw001@millais.org.uk)



# Physical Education GCSE

## Qualification

AQA GCSE in Physical Education

## Objectives

The combination of physical performance and academic challenge provides an exciting opportunity for students to develop performance in different physical activities and build up theoretical knowledge of 'The human body & movement in physical activity & sport & Socio-cultural influences & well-being in physical activity and sport.

## Overview

GCSE PE is a course for active students who want to progress and enjoy physical exercise. There is also a significant theoretical element related to physical health and wellbeing and the majority of lessons will be in classrooms. The practical element of the course covers a wide range of activities and can include activities inside of school and outside of school, which are assessed, and count towards your final grade. If you belong to a club outside of school come and ask us and we can check if your activity is included in the syllabus.

You can still do GCSE PE without being part of clubs or playing for teams, however it is very important for you to start taking part in 3 practical activities inside / outside of school as 40% of the course is practically assessed.

## Skills

GCSE PE will provide students with a host of skills useful for life beyond Millais. The course will develop pupils' collaborative skills, due to the practical nature of the subject pupils will often be required to work in groups, thus improving their team work and communication skills. It will challenge students to master new practical skills and techniques in a variety of sports.

## Course Content

The theoretical work is delivered in two components. 'The human body & movement in physical activity which covers, applied anatomy and physiology, movement analysis, physical training and use of data. Socio-cultural influences & well-being in physical activity and sport which covers health fitness and wellbeing, Sport Psychology, socio-cultural influences, use of data.

The practical component focuses on developing skills used in individual and team activities as well as general performance skills. Students will study netball, handball, athletics as well as different training methods.

## Assessment

### Theory 60%

You will complete two written exams consisting of multiple choice, short and longer style questions.

### Practical 40%

30% of this mark is a practical exam taken from performance in three activities. 10% of the mark is an analysis and evaluation of performance to bring about improvement in one activity.

Examinations 60%

Practical

40%



# Design & Technology: Product Design

## Qualification

**AQA GCSE in Design & Technology**

## Objectives

This course is aimed at developing students' knowledge and understanding of how designers and manufacturers work together to produce products that meet identified market needs. The main focus of the work will be based around products made from wood, manufactured board, metal and plastic.

## Overview

During Year 10 students will tackle a range of projects, designed to acquire skills in both design and manufacture. For each mini project they will produce a final product and a folder containing marketing, development, testing and CAD/CAM evidence. The students will experience using wood, metal, plastic, smart materials, card and board. This work will enable students to practise and develop the skills needed for their GCSE coursework. Moving into Year 11 we will focus on one high quality final project and supporting folder which is worth 50% of their final GCSE.

## Skills

- Generate design proposals against stated design criteria, and to modify their proposals in the light of on-going analysis, evaluation and product development.
- Consider environmental and sustainability issues when designing products.
- Use, where appropriate, a range of graphic techniques and ICT including CAD to generate, develop, model and communicate design proposals.
- Have knowledge of Computer-Aided Manufacture and use as appropriate.
- Manufacture products applying quality control procedures and work accurately and efficiently in terms of materials and components.
- Use tools and equipment safely with regard to themselves and others.
- Ensure, through testing, modification and evaluation, that the quality of their products is suitable for intended users and devise modifications if necessary.

## Course Content

The course will cover the following topics:

- Materials and components.
- Mechanisms and Systems
- Design and market influences.
- Standard industrial manufacturing techniques.
- ICT and CAD/CAM processes.
- Health and Safety.
- Marketing & Packaging.
- Sustainability and environmental impact.

## Assessment

Controlled assessment - The course is a single tier assessment covering GCSE grades 9 - 1.

Controlled  
assessment

50%

Written Exam

50%

The coursework and the final written exam are equally weighted.

**i** For more information about Product Design please contact Mrs Bergwerf on [KB01@millais.org.uk](mailto:KB01@millais.org.uk)





# Design & Technology: Textiles

## Qualification

AQA GCSE in Design & Technology

## Objectives

This course is aimed at developing students' knowledge and understanding of how designers and manufacturers work together to produce products that meet identified market needs. Students will specialise in Textile products such as clothing, accessories and the structural uses of textiles and will also learn some core content relating to Product Design in general.

## Overview

Textiles is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also investigating eg colour, structures and materials through practical work.

## Skills

- Be creative and innovative when designing products to meet the needs of clients and consumers.
- Understand the role that designers/product developers have, and the impact and responsibility they have on society.
- Consider the conflicting demands that moral, cultural, economic, social values and needs can make in the planning and in the designing of products.
- Generate design proposals against stated design criteria, and to modify their proposals in the light of on-going analysis, evaluation and product development.
- Reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture.
- Use, where appropriate, a range of graphic techniques and ICT including digital media, CAD, to generate, develop, model and communicate design proposals.
- Select and use tools/equipment and processes, including CAM, to produce quality products.
- Consider the solution to technical problems in the design and manufacture process.
- Use tools and equipment safely with regard to themselves and others.
- Work accurately and efficiently in terms of time, materials and components.
- Have knowledge of Computer Aided Manufacture (CAM) and to use as appropriate.

## Course Content

The course is made up of the following topics:

- Materials and components.
- Mechanisms and Systems
- Design and market influences.
- Standard industrial manufacturing techniques.
- ICT and CAD/CAM processes.
- Health and Safety.
- Marketing & Packaging.
- Sustainability and environmental impact.

## Assessment

Controlled  
assessment

50%

Written Exam

50%

Controlled assessment - the course is a single tier assessment covering GCSE grades 9 to 1.

The coursework and the final written exam are equally weighted.

**ⓘ** For more information about Textiles please contact Mrs Saunders or Mrs Ormerod on [MZS01@millais.org.uk](mailto:MZS01@millais.org.uk) or [TAO01@millais.org.uk](mailto:TAO01@millais.org.uk)



# Triple Science

## Qualification

AQA GCSE in Biology AQA 8461  
AQA GCSE in Chemistry AQA 8462  
AQA GCSE in Physics AQA 8463

## Objectives

- Encourage students to explore explaining, theorising and modelling in science
- Encourage students to develop a critical approach to scientific evidence
- Are suitable as a basis for further study of science at A level

## Overview

These are all two year courses which are examined at the end of the 2 years. They are taught by 3 specialist teachers and are ideal for those who enjoy Science and can cope with 2 or even 3 Science lessons in one day. There is obviously more Science than in the Core Science subject but it is not all harder Science and covers a wide area of Scientific interest.

## Skills

By the end of this course students will have:

- Gained knowledge and understanding of science and how science works
- Applied their skills of knowledge and understanding to new situations
- Developed practical, enquiry and data handling skills

## Course Content

### Biology

Summary of Content:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Assessment

- 2 exam papers of 1hr 45mins taken at the end of Year 11. Each exam worth 50% of the total mark.
- There is no coursework component. Instead there are a number of structured practicals taught throughout the course which are examined in the exam papers.

### Chemistry

Summary of Content:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

### Assessment

- 2 exam papers of 1hr 45mins taken at the end of Year 11. Each exam worth 50% of the total mark.
- There is no coursework component. Instead there are a number of structured practicals taught throughout the course which are examined in the exam papers.

## Course Content

### Physics

Summary of Content:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

### Assessment

- 2 exam papers of 1hr 45mins taken at the end of Year 11. Each exam worth 50% of the total mark.
- There is no coursework component. Instead there are a number of structured practicals taught throughout the course which are examined in the exam papers.

### Summary of the above

Triple Science covers the topics of Combined Science but in greater depth. A great choice if you really enjoy science.

Details at: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

## Questions you may have

### **Does everyone take the same examination paper?**

*No, there is a choice of Foundation or Higher tier for each subject.*

### **I am not especially good at science but enjoy learning about science. Can I do the 3 separate sciences?**

*Yes you can. The extra science topics do not necessarily involve more difficult concepts although some of them do. What is important is that you enjoy science as you could have 3 science lessons in one day. Your science teacher will advise whether or not the course would be suitable for you.*

### **Will I have 3 science GCSEs if I do Triple Science?**

*Yes indeed and that is why you take 2 years to do the course and need more than 10 lessons a fortnight. You will have a GCSE in each of the science subjects.*

**i** For more information about Science please contact Mrs Cowell on [sec01@millais.org.uk](mailto:sec01@millais.org.uk)