Key Stage 4 Options

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 and Science.** Students will also have non-certificated lessons of Core PE, Personal Development (covering PSHCE and RE content). Each student will then select option courses suitable to their strengths and interests.

Millais is able to offer a wide range of courses to suit the needs, ability, and strengths of every student. All subjects are available to all students. Students must really think about choosing options that are tailored to meet their needs and skills. For example, Child Development is tailored for those students most likely to pursue vocational rather than academic courses post-16. In some instances, due to limitations of the timetable, and the availability of staff for a course, a student may not get all of their first choices. If this is the case, discussions will be had to decide on an alternative course selection.

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 and carers, you 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 and receive an interview with a member of SLT. They can also seek help from form tutors and subject teachers, who are always available to offer advice and guidance.

All the information in this booklet, as well as further information specifically tailored to answer common student queries, can be accessed by students through the Year 9 Teams page (Options Channel) and through the school website (Beyond the Classroom – Careers and Life Beyond Millais). 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

Ms M. Daynes
Assistant Headteacher
February 2026

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

Compulsory non-examined subjects: Physical Education
Personal Development (PSHCE & RE content)

How many subjects do I select myself?
In addition to the compulsory subjects listed above you will need to make five choices in total.

Either

• **One language** GCSE and **four open-choice** GCSE/Level 2 courses (you may choose up to two languages). This pathway leads to 10 GCSEs or equivalent qualifications in total.

OR

• **Extra English and Maths** time **plus four open-choice** GCSE/Level 2 courses (you may still choose a language if you wish). This pathway leads to 9 GCSEs or equivalent qualifications in total.

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. Instructions on how to access the portal will be available on the teams options channel.

What language should I choose if I decide to study one?
Students can choose up to two languages if they have been studying two during Year 9. Students can only choose to study a language at GCSE if they have been taking foreign language lessons in the chosen language during Years 7 – 9.

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 a student decides to take Triple Science, this will count as one of their options selections (and leave a remaining three or four to pick). If you are not sure about whether to take Triple Science or just stick with the core Science, 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. Students should be mindful of the skill set and level of attainment they should be working at in order to successfully access these

courses.
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 subject section.** 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 and Food Preparation & Nutrition.
Students cannot opt for Drama **and** Performing Arts.

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. 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.

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 English 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 now – 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 bands A and B anyway and sets in English, Maths and Science will all change.

What if my parents or carers say I have to do a subject?
Most parents or carers 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 3 March 2026 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 Ms Daynes 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. 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 Ms Daynes will see you about selecting and alternative option 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 shows your choices so far provided you have kept using "save for later". **You can change your mind as many times as you like before the deadline provided you use "save for later"**. We will allocate options based on your choices on the portal after you have clicked "submit". **We strongly advise all students to only click on "submit" on the deadline day – Tuesday 3 March**. 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

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

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)

Examinations

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

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

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%.
Students with high attendance achieve more.

MILLAIS EXAMINATION ENTRIES
Certificates at GCSE / Key Stage 4 are awarded by:

AQA www.aqa.org.uk **OCR** www.ocr.org.uk

Pearson (Edexcel) www.pearson.com/uk/ **WJEC** 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 P10

English Literature P11

Mathematics P12

Science P13

Personal Development P14

Physical Education P15

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 2026 are:

Option Subject – Maths and English	**P16**
Additional Maths with Statistics	**P17**
Further Maths with Statistics	**P18**
Statistics	**P19**
Art & Design	**P20**
Child Development	**P22**
Citizenship	**P23**
Computer Science	**P24**
Dance	**P25**
Drama	**P26**
Food Preparation & Nutrition	**P28**
Geography	**P29**
History	**P31**
Information Technology	**P32**
Modern Foreign Languages (MFL)	**P33**
Music GCSE	**P35**
Music Technology-Technical Award	**P36**
Performing Arts (Technical Award)	**P37**
Philosophy & Ethics	**P38**
Physical Education	**P39**
3D Product Design	**P40**
Textiles Product Design	**P41**
Triple Science	**P43**

Core Subject – 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 final 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 written English. Speaking and listening tasks will develop students' 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.
- Persuasive writing.
- Spoken presentations, responding to questions and using Standard English in speeches.

Assessment **Written exam – 100%**

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.

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 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 do not form part of the marks which make up their actual GCSE grade in English Language.

ⓘ For more information about English Language please contact Ms Spray at:ellie.spray@millais.org.uk

Core Subject – 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' final examinations. Pupils will study 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 texts as a whole.

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:

- Macbeth by Shakespeare.
- A Christmas Carol by Dickens (nineteenth century novel).
- The thematic 'cluster' of poetry: 'Power and Conflict' by a variety of poets.
- An Inspector Calls by Priestley (modern play).
- A wide range of poetry in preparation for the 'unseen' section of the paper.

Assessment **Written exam – 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) – 40% of GCSE
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.

Paper 2 — Modern Texts & Poetry (2hrs 15mins) – 60% of GCSE
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 Power and Conflict 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.

ⓘ For more information about English Literature please contact Ms Spray at:ellie.spray@millais.org.uk

Core Subject – GCSE Maths

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. Mathematics 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).

ⓘ *For more information about Mathematics please contact Miss Robson at dol.maths@millais.org.uk*

Core Subject – 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 and Year 11 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

Written Exam – 100%

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 on sec01@millais.org.uk

Core Subject – 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. Personal Development content is also supported by tutor time and assembly themes.

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, vaping and in relationships.
- First Aid: students will develop the knowledge and skills to assist a qualified First Aider in an emergency situation, including CPR and the recovery position
- Ethical issues around the value of human life.
- 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 the media and media bias.
- Relationships: signs of healthy and unhealthy relationships, how to effectively manage relationships and how to keep oneself safe within a relationship

ⓘ For more information about Personal Development please contact Ms. Keith
charley.keith@millais.org.uk

Core Subject – Physical Education

Qualification	**In core PE lessons** students continue to build on and embed the physical development and skills learned in key stage 3, becoming more competent, confident and expert in their techniques. **None of these options are examined.**
Course Content	The curriculum structure enables students to revisit a range of activities covered in KS3 including invasion games, net games, aesthetics and fitness. These activities develops personal fitness and promote an active, healthy lifestyle to equip our students with the skills, knowledge and confidence required to enable them to participate fully in healthy active lifestyles and develop a lifetime love of physical activity.
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 skort, whenever it suits you throughout the year. Please note hoodies and coats cannot be worn for PE.

ⓘ *For more information about PE please contact Miss Page on alp01@millais.org.uk*

Option Subject – Maths and English

Qualification

This option is not a separate qualification but sits alongside your Core Maths and English lessons.

Objectives

- Improve your mathematical skills used in GCSE Mathematics full course.
- Improve your English literature and language skills used in GCSE English Literature and English Language full courses.

Overview

One of your options blocks will contain extra Mathematics and English lessons (3 extra lessons of Mathematics and 3 extra lessons of English over your two-week timetable).
This would mean 11 lessons of Mathematics and English instead of the regular 8. On some days you will have two lessons of Mathematics or English.

In Mathematics this will look like:

3 separate skills-based lessons focusing on the core skills needed to be successful at GCSE Mathematics. In Year 11 these lessons will become more revision based and focus on GCSE style Mathematics questions.

In English this will look like:

3 extra English lessons focusing on developing the key reading and writing skills needed for success in GCSE English Language and Literature. In Year 11 these lessons will cover more core content and focus on revision, as well as planning and writing responses to GCSE-style questions.

Skills

During the course you will develop the following skills needed to be successful in Mathematics:

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

During the course you will develop the following skills needed to be successful in English Literature and English Language:

- Analysing texts in depth
- Planning and writing extended answers and essays about texts
- Writing for different purposes and in different forms
- Accuracy of spelling, grammar and punctuation.

Course Content

In Mathematics lessons, we will further embed content from the six areas covered in GCSE Mathematics.

In English lessons, we will practise analysing and writing about the Literature set texts and unseen poems and about unseen English Language source texts from different time periods. We will also practise writing creatively and persuasively, with purpose and accuracy.

Assessment

There is no formal assessment beyond the exams that you sit in Core Mathematics, English Literature and English Language, except for a short presentation for English Language.

ⓘ *For more information about Mathematics please contact Miss Robson at dol.maths@millais.org.uk*

ⓘ *For more information about English please contact Ms Spray at: dol.english@millais.org.uk.*

Option Subject – Additional Maths with Statistics

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. You need to be prepared to work independently to supplement the work in class.

The course is fast paced.

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 binominal expansion as well 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 binominal and normal distributions.

Assessment

Written Exam – 100%

Additional Mathematics is examined by a single 2-hour paper and is graded from A to E.
GCSE Statistics is examined by two 90-minute papers and is graded from (9-4)

ⓘ *For more information about Mathematics please contact Miss Robson at dol.maths@millais.org.uk*

Option Subject – Further Maths with Statistics

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 a demanding course and only recommended to those who have a flightpath 7 or above in Mathematics. You must be prepared to complete extra work independently to supplement lessons. The lessons will be fast paced.
Skills	You will be taught about issues such as: • 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	Written Exam – 100% 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)

ⓘ *For more information about Mathematics please contact Miss Robson at dol.maths@millais.org.uk*

Option Subject – 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 focussing on a variety of skills. This includes planning statistical surveys, understanding the Data Cycle, in depth work on probability and how to interpret data in real-life contexts. 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 are grouped in three areas as follows: • The collection of data • Processing, representing and analysing data • Probability
Assessment	Written Exam – 100% GCSE Statistics is examined by two 90-minute papers and is graded from (9-1). Each paper is 50% of the qualification.

ⓘ *For more information about Mathematics please contact Miss Robson at dol.maths@millais.org.uk*

Option Subject – Art & Design

Qualification

Eduqas GCSE in Art & Design

Objectives

To develop students':

- 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

- 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
- Present personal response(s) to set themes
- Present a personal response and realise final intentions

Skills

Students 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
- 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 Externally Set Assignment (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

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

Externally Set Assignment – 40%
Coursework – 60%

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%.

ⓘ For more information about Art & Design please contact Mrs Symonds on lhs01@millais.org.uk

Option Subject – 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.

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 **completed in year 10 by Easter**- Create a safe environment and understand the nutritional needs of
children from birth to five years - 60 marks (30%)

Unit 3 completed in year 11- Understand the development of a child from one to five years - 60 marks (30%)

Candidate Profile

Our Child Development Course offers a nurturing environment for students who thrive in coursework-driven settings. Ideal candidates are those who may face challenges with traditional academic assessments or exams but excel in coursework and are eager to pursue a more vocationally-oriented path. Our Child Development Course fosters a welcoming and inclusive environment where all learners can thrive and develop essential skills for their future endeavors in the field of child development and beyond. Good attendance to lessons is essential due to the controlled coursework element in both years 10 and 11.

ⓘ *For more information about Child Development please contact Ms. Keith charley.keith@millais.org.uk*

Option Subject – 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 develop your ability to:

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

Course Content You will be taught about issues such as:

- 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 Written Exam – 100%

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

- Theme 1: Life in Modern Britain – Paper 2
- Theme 2: Rights and Responsibilities – Paper 2
- Theme 3: Politics and Participation – Paper 1
- Theme 4: Taking Citizenship Action – Paper 1

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

ⓘ *For more information about Citizenship please contact Mrs. Jones on clj01@millais.org.uk*

Option Subject – 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.
Students will complete this course equipped with the logical and computational skills necessary to succeed at A-level, the workplace or beyond.

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 help 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

Written exam – 100%
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
Papers will be a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

ⓘ For more information about Computer Science please contact Mrs Hunt on rzh01@millais.org.uk or your Computing teacher

Option Subject – Dance

Qualification

AQA GCSE in Dance

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

Overview

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.

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.

Course Content

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 Ms J Emery on jle01@millais.org.uk*

Option Subject – Drama

Qualification

Pearson 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.

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

Overview

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 for one of the components such as lighting, sound, set design or costume and make-up should they wish to.

Skills

The Pearson 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
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

Course Content

Component 1: Devising Theatre 40% of qualification
Students will be assessed on either acting or design. (Only design if intending to act in Component 2)
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 the board.
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.(Only design if they acted in Component 1) 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 45 minutes

Section A: Set Text
A series of questions on one set text from a choice of five:

Section B: Live Theatre Review
One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Assessment

Component 1: Devising Theatre 40% of qualification - assessment
Component 2: Performing from a Text 20% of qualification – assessed by external examiner
Component 3: Interpreting Theatre 40% of qualification - Written examination: 1 hour 30 minutes

ⓘ For more information about Drama please contact Mrs Pearce at cvp01@millais.org.uk

Option Subject – 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:** 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.

ⓘ For more information about Food Preparation & Nutrition please contact Miss Griffiths CXG01@millais.org.uk

Option Subject – 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, rainforest management, tropical storms, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to evaluate their role in society, by considering different viewpoints, values and attitudes. Students visit an urban and coastal environment to conduct fieldwork.

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

2. Challenges in the human environment
- Urban issues and challenges
- The changing economic world
- The challenge of resource management

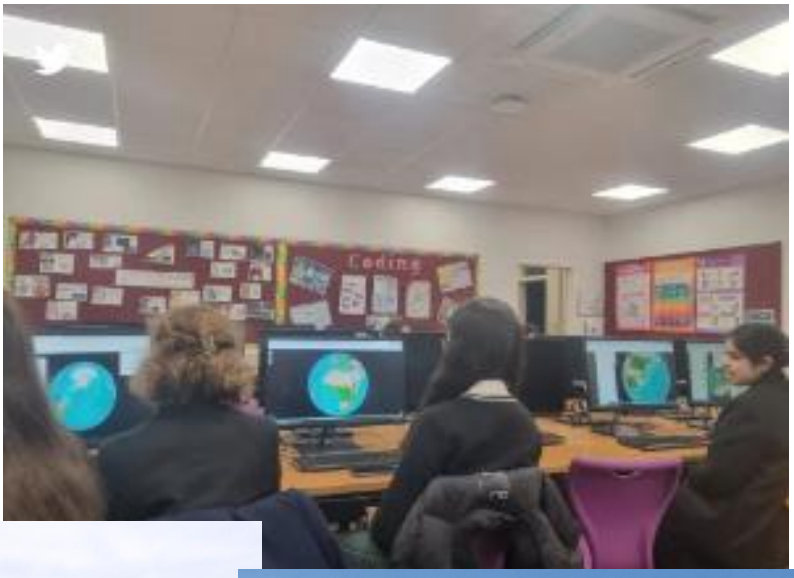
3. Geographical applications
- Issue evaluation
- Fieldwork

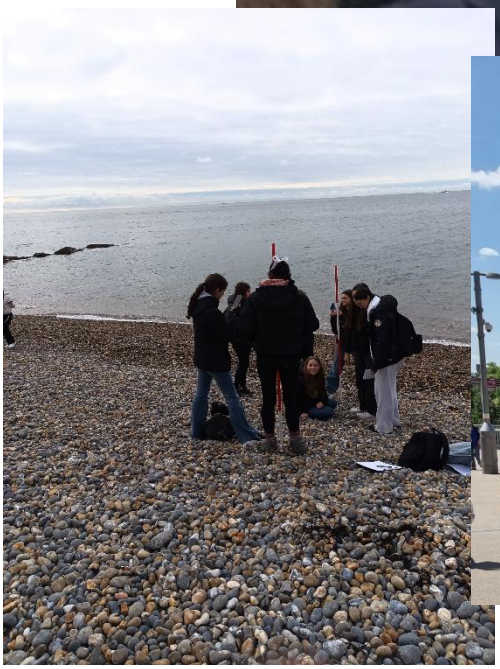
Assessment	Written Exam – 100% There are 3 papers: 1. Living with the physical environment—1 hr 30 (35%) 2. Challenges in the human environment—1 hr 30 (35%) 3. Geographical applications—1 hr 30 (30%)

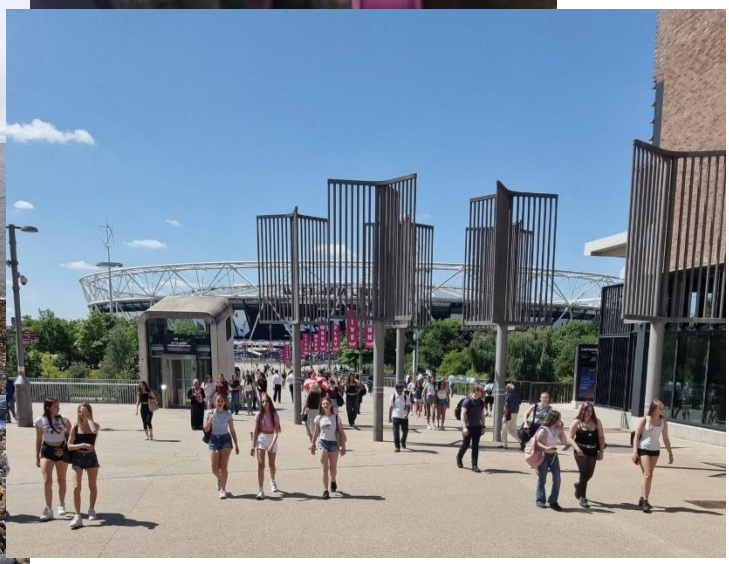
Geography and careers

Geography opens the door to a wide range of exciting and meaningful careers with strong future prospects. The subject develops valuable skills in problem-solving, data analysis, communication, and understanding people and places—skills that employers consistently rank as highly desirable. Geography graduates enjoy some of the *best employment rates of any discipline*, working in fields such as environmental management, urban planning, engineering, sustainability, business, GIS and digital technologies, and international development. Many of these roles offer competitive salaries, with careers in areas such as environmental consultancy, planning, and geospatial analysis routinely progressing into well-paid professional positions. Choosing Geography keeps your options open and prepares you for a future where informed, global thinking is both in demand and highly rewarded.

ⓘ For more information about Geography please contact Mr Horton csh19@millais.org.uk







Option Subject – 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.
Migrants in Britain, c800–present and Notting Hill, c1948–c1970

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 20 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 50 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 30 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.

ⓘ For more information about History please contact Mrs Guédes-Wright on aw001@millais.org.uk

Option Subject – 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 for spreadsheets Creating an Augmented Reality prototype using **BlippAR**
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.

ⓘ For more information about Computer Science please contact Mrs Hunt on rzh01@millais.org.uk or your Computing teacher

Option Subject – Modern Foreign Languages

Qualification

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

Objectives

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

Overview

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.

Course Content

Italian & Chinese

The course is divided into 3 key themes which cover several 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.

Course Content

German, French and Spanish
The course is divided into 3 key themes which cover several topics, some of which you may have already studied at a basic level at KS3.

People and lifestyle — identity and relationships, healthy living and lifestyle, education and work.

Popular Culture — free time activities, customs, festivals and celebrations, celebrity culture.

Communication and the world around us — travel and tourism, media and technology, the environment and where people live.

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.

If you are doing French, German or Spanish, you will have to read aloud in your speaking exam as well as do a role play, a photocard task and answer questions on different topics. There will be no reading aloud task in Italian or Chinese.

If you are doing French, German or Spanish you will also have to complete a dictation task in the listening exam.

ⓘ For more information about modern Foreign Languages please contact afc01@millais.org.uk

Option Subject – 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

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

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

Performing – 30%
Composing – 30%
Listening and Analysing exam – 40%
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).

ⓘ For more information about Music please contact Mrs Judd on vgj01@millais.org.uk

Option Subject – Music Technology

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, teamwork 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 Coursework – 100%

ⓘ For more information about Music Technology please contact Mrs Judd vgj01@millais.org.uk

Option Subject – Performing Arts

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 Students 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 students 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 students 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.

ⓘ For more information about the Performing Arts Technical Award please contact Mrs Pearce at cvp01@millais.org.uk or Miss Peck at epp01@millais.org.uk

Option Subject – Philosophy & 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 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 students 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

Written Exam – 100%

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.

ⓘ For more information about Philosophy & Ethics please contact Mrs Guédes-Wright on aw001@millais.org.uk

Option Subject – Physical Education

Qualification

AQA GCSE in Physical Education

Overview

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.

Course Content

You will receive five lessons a fortnight in addition to your two lessons a week of core PE. The theoretical work is delivered in two components. Paper 1 'The human body & movement in physical activity which covers, applied anatomy and physiology, movement analysis, physical training and use of data. Paper 2 Socio-cultural influences & well-being in physical activity and sport which covers health fitness and well being, 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. Lessons are predominantly theory, but there will be the opportunity to learn about a variety of different fitness tests and training methods required for different activities. We also do a short unit of handball.

Assessment

The exam is assessed in two components.

1. **Practical 40%** - 30% of this mark is made up of a practical exam taken from performance in three activities. 10% of the mark is made up from an analysis and evaluation of performance to bring about improvement in one activity.

2. **Theory 60%** - you will complete two written exams consisting of multiple choice, short and longer style questions**.**

Frequently asked questions

Do I have to do the activities that have been shown?

You do have to study these particular activities in your lessons. This is because of staffing and facilities. However, if you do something outside school, for example you play football or tennis, we can use this as a practical activity instead of your weaker activities from your lessons. The practical element of the course covers a wide range of activities. 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.

Does it matter that I don't belong to any clubs or play in any teams in school or in the community?

You can still do GCSE PE but very important for you start taking part in 3 practical activities inside/outside of school as 40% of the course is assessed practically. We ask for a minimum of one, ideally 2 practical activities outside of school/extra-curricular clubs.

ⓘ For more information about PE please contact Miss Page on alp01@millais.org.uk

Option Subject – 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 - 50%

Written Examination - 50%

The course has one level of assessment tier and will be graded using the new numerical grading system, 9 to 1**.** The coursework and the final written exam are equally weighted.

ⓘ For more information about Product Design please contact Mrs Bergwerf on KB01@millais.org.uk

Option Subject – 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

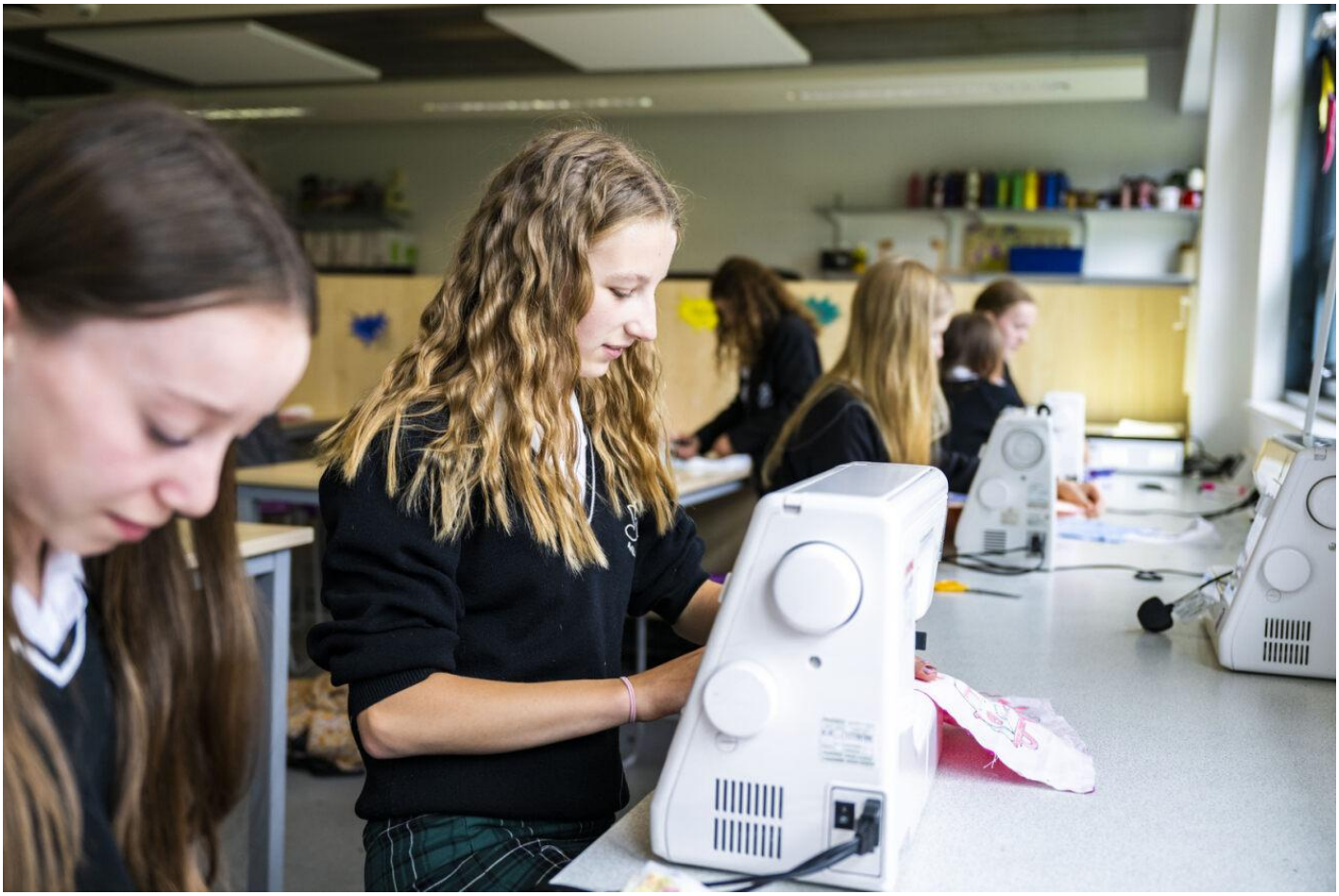
- Be creative and innovative when designing products to meet the needs of clients and consumers.
- Understand the role that designers/product developers have, and the impact and responsibility they have on society.
- Consider the conflicting demands that moral, cultural, economic, social values and needs 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 Written exam – 50%
Controlled assessment – 50%
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 on MZS01@millais.org.uk



Option Subject – 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:

- 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
- Space physics

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

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

Assessment	**Written Exam – 100%** **Biology** 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** 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. **Physics** 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.
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.

ⓘ For more information about Triple Science please contact Mrs Cowell on sec01@millais.org.uk