



**Aldworth**

Building bright futures

# Key Stage 4 Options Booklet

2024

Helping you make the right choices for your future



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## Dates for your diary:

Wednesday 7 February 2024	Year 9 Options Evening with staff: 5.30pm - 7.00pm
Thursday 22 February 2024	Year 9 Parents' Evening with staff: 3.30pm - 7.30pm
Thursday 22 March 2024	Deadline for Option Choice Form to be filled in online

Dear Parents/Carers and Students

I hope you find this Key Stage 4 Options Booklet a useful part of the process in choosing your options for Year 10. Inside you will find details of all the courses we are hoping to offer from September.

We recommend that you read the details of many courses before settling on your final choices. We try to offer a wide range of courses, however they will only run if we reach a reasonable number of students for each option, so students should have a range of ideas in case their initial choices cannot be accommodated. It is critical that students and parents really explore the details of the courses they want; how they are assessed and what the course covers, rather than just seeing the title and thinking 'I like that subject'. This is particularly important with new subjects where students often choose the title but do not sufficiently understand what is required and what the course involves. Students should base their choices on the courses, not on the decisions of their friends or their relationship with a particular teacher as these can all change over time. The role of parents is to guide your son/daughter with an eye to the future, as teenagers can often be swayed by short-term friendship groups rather than their long-term plans.

The online options form will be available from Monday 11 March 2024 and is to be completed online by Friday 22 March 2024. The online form must be completed on or before this date and any late applications will receive lower priority should there be over-subscribed subjects. Whilst we endeavour to ensure that students are able to do their choice of subjects there are times when subjects are either oversubscribed or insufficient numbers mean they cannot run. In situations such as this we will then make contact to discuss alternative options. Please contact us if you have any questions. We are keen to provide our students with all the information they need to make the best choices for their future.

Best wishes

**Chris Rice, Headteacher**



# Year 9 Options Process

## Wednesday 7 February 2024

### 1. Welcome and the options process – 5:30pm—6:00pm

Mrs C Poulton - Deputy Headteacher

Ms P Barrowclough - Careers Lead/History Teacher

### 2. Options Drop In sessions – 6:00pm—7:00pm

Between 6.00pm and 7.00pm you may drop in to visit individual subjects and ask questions.

## Monday 4 March 2024

Taster week — An opportunity to try some of our option subjects.

## Monday 11 March 2024

The online options form will be made available to be completed online by **Friday 22 March 2024**.

# Decisions

The time has come to make decisions regarding the subjects you will study in your final two years at Aldworth School. This is the most important school decision you have been asked to make. Your final decision may, in the long term, affect what employment opportunities will be open to you, and, in the short term, determine how well you succeed during your final two years at Aldworth School.

Think carefully. There are lots of people to help you; seek advice from your parents, teachers, careers advisor and employers. Keep as many different employment opportunities open as possible. We have set up an options team group and placed all of Year 9 into the group. If you have any questions, please ask them there. Parents should email the school with any questions via [options@aldworth.hants.sch.uk](mailto:options@aldworth.hants.sch.uk).

You have received a grounding in a wide range of subjects during your first three years designed to give you a balanced education. Try to keep that balance as you make your choices, but it is also important that you choose subjects which you enjoy, and which suit your ability and interests.

As you enter Key Stage 4, courses you choose to follow will be linked to external examinations and assessments. In some subjects, this will involve a greater commitment to doing assessments as an integral part of the course. Your attitude and approach to each subject choice needs to be positive for you to achieve your maximum potential.

After your choices have been made, Mrs Poulton, Deputy Headteacher will be timetabling interviews to confirm these choices. Any problems at this stage will be discussed, taking into consideration skills, strengths, and ambitions, as well as any timetabling constraints. A full consultation will be offered to you and your parents if necessary.

**EBacc Subjects :** The government encourage students to take a range of traditional academic subjects known as the EBacc. Their ultimate goal is that 90% of students attain this suite of qualifications. In order to have the EBacc students need to study a foreign language, Computer Science, History or Geography alongside the compulsory English, Maths and Science. The EBacc does not come with a certificate, however the school is judged in the league tables and by Ofsted by what proportion of students take the EBacc subjects. Students must take one from the selection of EBacc subjects and can choose a language, Computer Science, History and Geography, however no student is forced to choose all to fulfil the requirements of the EBacc measure. We believe all our subjects have value and we think that parents and children are best placed to choose the subjects most relevant to them.

# Option Subjects - How do I choose?

All students select four subjects one from each option block.

The options form will be made available on Monday 11 March 2024. Parents will be emailed a link for students to select their choices.

## Tips for choosing the right options

### Choose:-

- Subjects you enjoy
- Subjects which you are good at
- Subjects which you need to help you with your career/job
- Subjects where you will achieve the best grades

### For advice talk to:-

- Your present subject teachers
- Your parents
- Your tutor
- A Careers Advisor

### Avoid choosing options for the following reasons:-

- Your friends are doing it
- You like a particular teacher (they may not teach your allocated class)

### Now you should:-

- Read about the courses that are on offer in this booklet
- Start talking with teachers, parents, tutor, other adults and your friends

## Curriculum Overview 2024

Compulsory Subjects	Number of Periods Per Week	Option Subjects	Number of Periods Per Week
English	5	Option 1	3
Mathematics	4	Option 2	3
Science	6	Option 3	3
Physical Education	2	Option 4	3
PSHE	1		
		<b>TOTAL PERIODS</b>	<b>30</b>

## English Language and English Literature

All students have to study a GCSE in English Language and a GCSE in English Literature. The course will be assessed by examination only, which will be completed at the end of Year 11, there is only one tier level of entry (everyone sits the same paper).

During their study of English, students will develop creativity, fluency and accuracy in their writing and their ability to read critically, analytically and empathetically. They will study both modern and 19th century texts.

As all formal examinations will be completed at the end of Year 11, students will be expected to undertake regular, independent revision. They will also need to read regularly and widely in order to boost their vocabulary and to help them generate ideas for their own creative writing.



### English Language

All texts in the examination will be unseen and will be 600-700 words in length.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What's assessed: <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>one unseen fiction text</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>descriptive or narrative writing</li> </ul>	What's assessed: <b>Section A: Reading</b> <ul style="list-style-type: none"> <li>two linked non-fiction texts from different time periods (19th and 20th centuries)</li> </ul> <b>Section B: Writing</b> <ul style="list-style-type: none"> <li>writing to present a viewpoint</li> </ul>	What's assessed: <ul style="list-style-type: none"> <li>presenting a 3-4 minute speech</li> <li>responding to questions and feedback for 3-4 minutes</li> <li>use of standard English</li> </ul>
How it's assessed: <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 minutes</li> <li>50% of GCSE</li> </ul>	How it's assessed: <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 minutes</li> <li>50% of GCSE</li> </ul>	How it's assessed: <ul style="list-style-type: none"> <li>Speaking and listening oral examination (in Year 10)</li> <li>(0% weighting of GCSE)</li> </ul>

### English Literature

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
What's assessed: <ul style="list-style-type: none"> <li>Macbeth - Shakespeare</li> <li>A Christmas Carol - Dickens</li> </ul>	What's assessed <ul style="list-style-type: none"> <li>An Inspector Calls - JB Priestley</li> <li>Power &amp; conflict poetry - AQA anthology</li> <li>Unseen poetry</li> </ul>
Questions <b>Section A - Shakespeare:</b> Students will answer one question on <i>Macbeth</i> . They will be required to write in detail about an extract from the play and then to write about the play as a whole. <b>Section B - The 19th-century novel:</b> Students will answer one question on <i>A Christmas Carol</i> . They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	Questions <b>Section A - Modern texts:</b> Students will answer one essay question from a choice of two on <i>An Inspector Calls</i> . <b>Section B - Poetry:</b> Students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology. <b>Section C - Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
How it's assessed: <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 minutes</li> <li>40% of GCSE</li> </ul>	How it's assessed: <ul style="list-style-type: none"> <li>Written exam: 2 hour 15 minutes</li> <li>60% of GCSE</li> </ul>

#### Course Title

GCSE English Language and GCSE English Literature

#### Exam Board

AQA

#### Mark Allocation

100% Examination

#### English Language:

Paper 1 - 50%  
 Paper 2 - 50%

#### English Literature:

Paper 1 - 40%  
 Paper 2 - 60%

#### Grading

9 - 1

#### Curriculum Leader

Miss K Green

# Mathematics

## COURSE INFORMATION

Mathematics is an important subject which is studied by all students. Over the past few years the mathematics syllabus has become more demanding for every student and the volume of subject content has also increased. All students follow a scheme of work appropriate for them and it is essential for all students to become familiar with basic mathematics but also to be able to apply it; it is used in many other subjects and in everyday life.

The GCSE course follows the National Curriculum, which is divided into five main sections: Number, Proportion, Algebra, Statistics & Probability, and Geometry & Measures.

There will be two entry levels at GCSE:

<u>Level</u>	<u>Grade Range</u>
Higher	9 - 4
Foundation	5 - 1

The department will enter each student at the appropriate level for them to achieve their highest grade.

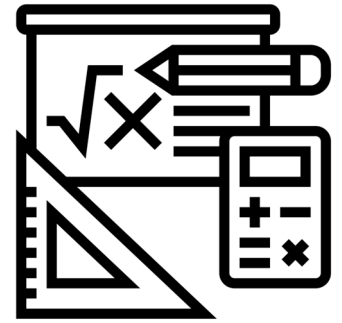
### Assessment

After a learning objective is taught, we assess this either in class or using the Complete Maths quizzes. Retention tests are also used to see how this information is being stored over a longer period.

### Written Papers

This qualification consists of three papers (one non-calculator and two calculator). Exams are held in May/June and are taken at the end of Year 11. There is no coursework required for GCSE Mathematics.

Higher students will be sitting the Edexcel exam board, where our foundation students will be using OCR.



### Course Title

GCSE Mathematics

### Exam Board

Higher - Edexcel

Foundation - OCR

### Mark Allocation

100% Examination

1 Non-calculator Paper

2 Calculator Papers

### Grading

Higher 9 - 4

Foundation 5 - 1

### Curriculum Leader

Mrs R Goldsworthy

# Science

## COURSE INFORMATION

All students have been studying GCSE Science since October Half Term in Year 9.

Students currently in X1 or Y1 will study either separate Sciences, leaving with GCSE Biology, Chemistry and Physics, or combined Science (Trilogy), leaving with two combined grades. This decision will be made between students, teachers and parents towards the end of this academic year.

All other students will sit the combined Science (Trilogy), leaving with two combined grades.

There is no controlled assessment and the course will be assessed by examination at the end of Year 11.

As part of their course, students will be expected to complete a set of practical activities set by the examination board. These will be assessed in the examinations in Year 11.

The courses consist of the following sections:

### Biology, Chemistry and Physics

2 examinations for each Science.

*Each examination is 1 hour and 45 minutes and available at Higher and Foundation Tiers.*

### Combined Science

Biology, Chemistry and Physics modules:

6 examinations (2 x Biology, 2 x Chemistry and 2 x Physics)

*Each examination is 1 hour and 15 minutes and available at Higher and Foundation Tiers.*



### Course Title

GCSE Combined Science: Trilogy

Triple Science: GCSE Biology, GCSE Chemistry, GCSE Physics

### Exam Board

AQA

### Mark Allocation

100% Examination

### Grading

**Combined Science**  
(combined grade)

Higher: 9 - 9 to 4 - 4  
Foundation: 5 - 5 to 1 - 1

**Triple Science**

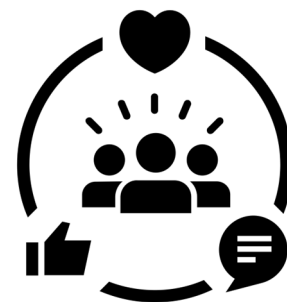
Higher 9 - 4  
Foundation 5 - 1

### Curriculum Leader

Miss K Bax



# Personal, Social and Health Education (PSHE)



PSHE in Years 10 and 11 is designed to give you knowledge and skills to help you lead a happy and successful life and keep you safe by being able to manage risk.

This course builds on work carried out at Key Stage 3. All aspects of personal, social and careers education are explored by all students in Years 10 and 11. Topics studied include developing emotional health and listening skills, awareness of human rights, extremism, sex and relationships, family life, parenting and loss, awareness of risk, such as drugs and alcohol consumption, and health issues, such as self-checking for Cancer.

To support you with your education and careers pathways, PSHE will help you investigate college courses and careers ideas, understand the rights you have as an employee, and even how to apply for a job!

In Year 11 a great deal of time is given to making sure you have all the latest information concerning colleges and the courses, training and employment opportunities available to you. BCoT, QMC and Apprenticeship providers will visit the school and a range of college open day visits are staged for your benefit. Much help is given in the timely completion of applications where needed.

Emphasis is given to personal responsibility, self-respect and respect of others. You will be encouraged to develop interpersonal skills e.g. communication, co-operation and positive attitudes that will help you to fulfil your role in society.

**Course Title**

N/A

**Exam Board**

N/A

**Mark Allocation**

N/A

**Grading**

N/A

**PSHE Co-ordinator**

Mrs M Pearce

**YEAR 10 CURRICULUM OVERVIEW**

Term	Subject	Theme
Term 1.1	Citizenship	Rights, Responsibilities and British Values
Term 1.2	Careers and Enterprise	Life Beyond School
Term 2.1	PSHE	Relationships and Sex Education
Term 2.2	PSHE	Staying Safe Online and Offline
Term 3.1	Citizenship	Celebrating Diversity and Equality
Term 3.2	PSHE	Health and Wellbeing

**YEAR 11 CURRICULUM OVERVIEW**

Term 1.1	Careers and Enterprise	Life Beyond School
Term 1.2	PSHE	Relationships and Sex Education
Term 2.1	PSHE	Online and Offline Safety
Term 2.2	PSHE	Health and Wellbeing

# Physical Education

Physical Education is compulsory in Years 10 and 11. The course is designed to implement the skills learned and developed in Key Stage 3 as well as develop game sense, tactics and strategies for improving performance in Key Stage 4. Students will be assessed in Year 10 and 11 with our new **Head-Heart-Hands** assessment criteria that measures the progress in three key areas: **thinking**, **feeling** and **doing**. This assessment criteria has been developed to ensure success in PE is far more than just being practically able. Students need to think deeply and demonstrate leadership skills to be successful in the subject area.

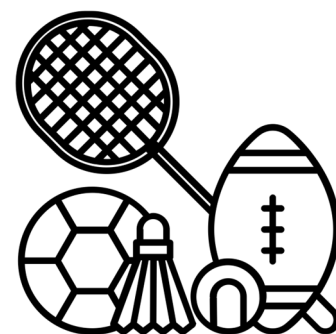
The classes in PE are set by student attainment in the subject area (how well they score against the KS3 **Head-Heart-Hands** concepts) as well as classes being mixed-sex to demonstrate and role model that PE and sport can be a flagship for equality and to ensure all students have access to a broad curriculum.

Year 10 Core PE will study Sport Education which is a pedagogy that requires students to have roles/responsibilities in teams (e.g. coach, fitness trainer, statistician, newspaper reporter and officials). Students will be in these teams for 13 different sports/activities and they will receive scores each week which get totalled to a final score. Teams are scored on winning, the professionalism of their warm up, organisation of the team, how they perform as the duty team and fair play.

Year 11 Core PE comprises of three route ways which the students choose at the end of Year 10: **Competitive**, **Health and Leisure** and **Alternative**. This is to encourage continual participation and to promote a healthy lifestyle when they leave school. The focus is on participation and appreciation of the benefits of an active lifestyle whilst they undergo the pressures of preparing for their GCSE exams. Each route way consists of a list of sport/activities which are specifically chosen for each route way in order to meet the needs of all students.

Last year's route way options were the following:

Competitive	Health and Leisure	Alternative
Football	Dance	Boccia
Basketball	Crossfit	Unihock
Rugby	Yoga	Tchoukball
Netball	Pilates	Boxercise
Badminton	Zumba	Trampolining
Handball	Boxercise	OAA
Tennis	Resistance Training	Ultimate Frisbee
Fitness	Cardiovascular Training	Table Tennis
Cricket	Badminton	Badminton



**Course Title**

N/A

**Exam Board**

N/A

**Mark Allocation**

N/A

**Grading**

N/A

**Curriculum Leader**

Mr J Voce

# Computer Science

## COURSE INFORMATION

This course will allow students to understand and apply the fundamental principles and concepts of Computer Science, including algorithmic thinking, and computer systems. In addition to this they will discover the power of Computer Science in modern life, as well as the exciting and evolving career opportunities in our current society. Students will analyse problems in computational terms through practical experience of solving such problems, including a strong use of the **Predict Run Investigate Modify Make** (PRIMM learning model) to assist in the professional designing, writing and debugging of programs. With this in mind, they will gain a thorough understanding of Python Programming, through the use of innovative programming projects. Finally, they will learn about the wider implications of digital technologies embedded in their everyday lives, including the legal, ethical and environmental impacts.

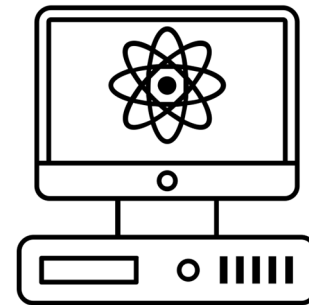
- |  |                           |
|--|---------------------------|
| Components of study                              | - How it is assessed:     |
| Computer systems                                 | - 50% externally assessed |
| Computational thinking, algorithms & programming | - 50% externally assessed |

### Key Stage 4 Assessment

The qualification has two components, within Components 1 and 2 you will carry out tasks or activities to develop your understanding of computational thinking as well as computer systems. This knowledge will underpin your understanding of computer programming. Students will be using the computing software Python as a tool to assist with their practical programming skills and their ability to design, write, test and refine programs.

### How I can support my child's learning?

This level 2 (GCSE) course acts as a stepping stone into the level 3 computer science course (A-level), and therefore children will need to have a high level of mathematical skills in preparation for the course, with a target of a GCSE Maths grade 6 or more. Keeping this in mind, there are a number of websites that students can access at home to help improve their knowledge and understanding of Computer Science. These include: SAM Learning, Codecademy.com, Bitesize, and using the OCR revision guides. For specific Python Coding knowledge 'The little book of Algorithms', W. Lau, and 'Learning to Program in Python' by PG Online/PM Heathcote, are also excellent resources.



### Course Title

GCSE Computer Science

### Exam Board

OCR

### Mark Allocation

100% Examination  
 Computer Systems - 50%  
 Computational thinking, algorithms & programming - 50%

### Grading

9 - 1

### Curriculum Leader

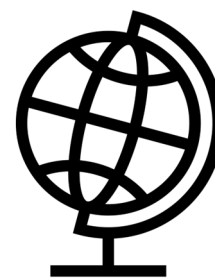
Mr C Goldsworthy

# Geography

## COURSE INFORMATION

Geography is not just about where places are, it helps us answer questions about the modern world: Why do so many people want to move to the UK (and is that a bad thing?). How old might you be before you can afford to buy a house or retire? How might changing weather patterns impact our lives in the future? Are humans destroying or conserving ecosystems? What are the consequences of national and international inequality? Geography is about earthquakes and volcanoes, desertification and flooding. It's about rivers and coasts, poverty and wealth. It's about housing shortages and pollution, rising sea levels and tourism. In a nutshell, it's about our world as it changes around us.

The course comprises of 3 components over two years.



### Course Title

GCSE Geography 8035

### Exam Board

Eduqas

### Mark Allocation

100% Examination

Paper 1 - 35%

Paper 2 - 35%

Paper 3 - 30%

### Grading

9 - 1

### Curriculum Leader

Mrs L Hatt

<b>Paper 1: Changing Physical and Human Landscapes</b>	<b>Paper 2: Environmental and Development Issues</b>	<b>Paper 3: Applied Fieldwork Enquiry</b>
<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam :1 hour 30 minutes</li> <li>• 88 marks (including 4 marks for spelling, punctuation, grammar and use of specialist terms)</li> <li>• 35% of qualification</li> </ul>	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam :1 hour 30 minutes</li> <li>• 88 marks (including 4 marks for spelling, punctuation, grammar and use of specialist terms)</li> <li>• 35% of qualification</li> </ul>	<p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam :1 hour 30 minutes</li> <li>• 76 marks (including 4 marks for spelling, punctuation, grammar and use of specialist terms)</li> <li>• 30% of qualification</li> </ul>
<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Theme 1: Landscapes and Physical Processes</li> <li>• Theme 2: Rural-Urban Links</li> <li>• Theme 3: Tectonic Landscapes and Hazards</li> </ul>	<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Theme 5: Weather, Climate and Ecosystems</li> <li>• Theme 6: Development and Resource Issues</li> <li>• Theme 7: Social Development Issues</li> </ul>	<p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Part A and Part B assesses approaches to fieldwork .</li> <li>• Part C will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.</li> </ul>

## Eduqas Geography A Course Aims

The overarching aims of this qualification are that learners should develop the ability to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues. WJEC Eduqas GCSE Geography A develops an enquiry approach to the study of geographical information, issues and concepts. It is based on the principle that geographical education should enable learners to become critical and reflective thinkers.

## The Benefits of Geography

Not only is it interesting, Geography gives you skills that will be useful when you leave school. The skills that you learn and practice in Geography give you a lot to offer future employers.

- Independent enquiry skills.
- Reflective, analytical and communication skills.
- To collect, present, analyze and evaluate data
- To help understand the significance of different values and attitudes towards the development and resolution of social issues.
- How to solve problems and justify decisions made - essential for most jobs and careers.

As well as this Geography encourages you to develop responsibilities as global citizens and recognize how to contribute to a sustainable future for our world. It also helps to develop broadminded and capable independent learners who are better equipped to cope with life's challenges!

To do well in Geography you need to enjoy the subject, be committed to working hard and be an active participant in lessons.

# History

## COURSE INFORMATION

Understanding our history helps us to understand our lives today. History is important; it is about people, about us and helps us understand how to make the world better for our children. It is about all people and the relationship between communities across the world. This is why history is a vitally important subject.

The aim of the history course is to produce lively minded students who will understand more clearly the complexity of their own world by studying the past. Students should develop an awareness that both present day and historical judgements depend on evidence. Students will extend their use of language and personal and social skills will be developed. Students will be encouraged to think for themselves and to formulate their own opinions based upon the evidence presented to them.

History GCSE is particularly useful for those wishing to study for careers in the following areas: the law (solicitor or lawyer), journalism and media (TV work), teaching, archaeology, police work, and any management position.

### What will your child do in History lessons?

Opportunities:

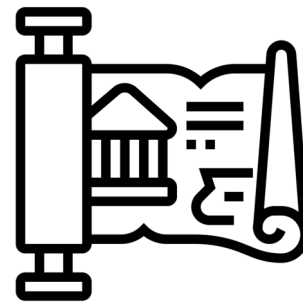
- For individual and group work
- To work with a wide variety of historical sources
- To carry out enquiries
- To take part in role play and class debates
- To use information technology
- To make decisions and reach conclusions
- To participate in school visits
- To succeed at GCSE

### What use is history to me?

Apart from being very interesting, history is useful for a whole host of different careers, and life too! History teaches you vital skills that employers want. Through history you will have learned to handle evidence and opinions and make informed decisions; you will be able to see more than one point of view and what motivates people, their thoughts and feelings. You will understand that different people see things differently. You will be able to find and read lots of different types of information and you will be able to communicate your ideas and thoughts clearly, both verbally and in your writing; vital for making arguments and presentations. In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information - a skill that history is better placed than any other subject to help you develop.

### Assessment

Paper One - 50% - Understanding the Modern World	Paper Two - 50%- Shaping the Nation
<p>Taught/learned throughout Year 10, examined at the end of Year 11</p> <p><b>Part 1 – America 1920-1973</b></p> <ul style="list-style-type: none"> <li>• American people and the 'Boom'</li> <li>• Bust – American's experiences of the Depression and the New Deal</li> <li>• Post-war America (including Civil Rights)</li> </ul> <p>This includes topics such as the 'Roaring Twenties', 'Prohibition' and 'Civil Rights'.</p>	<p>Taught/learned in the Autumn and Spring terms of Year 11, examined at the end of Year 11</p> <p><b>Section A - Thematic Study</b></p> <ul style="list-style-type: none"> <li>• Britain: Health and the People: c1000 to the present day</li> </ul>
<p><b>Part 2 – Conflict and tension in Asia 1950-1975</b></p> <ul style="list-style-type: none"> <li>• Conflict in Korea</li> <li>• Escalation of conflict in Vietnam</li> <li>• The ending of conflict in Vietnam</li> </ul>	<p><b>Section B - British depth studies including the Historic Environment</b></p> <ul style="list-style-type: none"> <li>• Norman England: c1066-c1100</li> <li>• The Study of a specified site in depth (10%)</li> </ul>



### Course Title

GCSE History 8145TA

### Exam Board

AQA

### Mark Allocation

100% Examination

2 Written exams of 2 hours

### Grading

9 - 1

### Curriculum Leader

Mrs V Hatt

# French / German



## COURSE INFORMATION

The course is made up of six thematic contexts, linked to themes already covered in Key Stage 3 as preparation for GCSE, to be studied during Years 10 and 11. There are external examinations at the end of the course in the Listening (25%), Reading (25%), Writing (25%) and Speaking (25%) elements. Dictionaries are not allowed to be used in any of the external examinations.

Below is an outline of the pattern of study for French and German:

	Theme 1	Theme 2	Theme 3
Theme Title	My Personal World	Lifestyle and Wellbeing	My Neighbourhood
	Theme 4	Theme 5	Theme 6
Theme Title	Media and Technology	Studying and My Future	Travel and Tourism

### Course Title

GCSE Specification 'A'  
French / German

### Exam Board

Edexcel

### Mark Allocation

100% Examination

### Grading

All four exam elements contribute to an overall grade from 9 - 1

### Curriculum Leader

Mrs R Richardson

## What will you do in language lessons?

- Improve your communication skills in a foreign language in real life scenarios
- Learn to speak spontaneously and communicate more naturally with others when using a foreign language
- Investigate how different languages work and compare them with English
- Develop your comprehension skills to give you a better understanding of authentic reading and listening resources
- Learn a range of revision and independent learning strategies that could help your work in other subject areas and make you a better independent learner

## Why choose a language?

- Learning a foreign language also boosts your English literacy skills
- It will provide you with an insight into other cultures and traditions
- It can help you stand out from the crowd when applying to universities and for jobs
- Knowledge of a foreign language can boost employability
- Being bilingual can boost what you earn when you start working
- Some research has shown that being bilingual can help to develop your brain and can help prevent it decaying as quickly in later life



# Art and Design

## COURSE INFORMATION

Wherever you look, art impacts our lives - and it's far more than being just a painting to put on the wall. The work of artists is involved in the clothes we wear (textiles, fashion), the cars we drive and the objects we own (product design), the things we choose for our homes (interior design), the look of our towns and cities (architecture, town planning) and our gardens and parks (landscape gardening, floristry), what we visit online (web design), what we visit in person (theme park design, theatre design, sports stadia design), the programmes and films we choose to watch (CGI, animation, cinematography, graphic design, costume design, hair design, etc.). The list of jobs in the art world is seemingly endless.

This course offers students a chance to delve deeper into the areas of art that are of interest to them, while learning more about different approaches to art and gaining the skills that go with them. It starts as a teacher-led course, introducing new media and encouraging experimentation, then broadens out into more independent self-discovery.

### Areas of Study

Students use the work of artists and craftworkers to inspire them and help them develop their own ideas. They record these ideas through drawing, photography and annotation. They explore and experiment with media, materials, techniques and processes as they refine their ideas. They produce personalised outcomes as a result of this journey.

### Assessment

The Portfolio - 60% - all the work that students produce between the start of Year 10 and Christmas of Year 11. This must be a coherent body of work that follows the Areas of Study mentioned above.

The Externally Set - 40% - set by Edexcel, the Examining Body, in January of Year 11 and comprises a choice of five themes, one of which must be completed in full by Easter of the same year.

### Employment Opportunities

Please refer to the introduction to give you some idea of how wide and varied these can be.



#### Course Title

GCSE Art and Design

#### Exam Board

Edexcel

#### Mark Allocation

40% Final Exam

60% Controlled Assessment

#### Grading

9 - 1

#### Curriculum Leader

Mr P Colburn Jackson

# Art and Design—Textiles Specialism



## COURSE INFORMATION

Throughout human history Textiles and Fashion have been essential, not just to keep us warm and to protect us but also to communicate who we are, which community or tribe we belong to and our status. This has evolved to a much more personal way of self-expression.

The course is ideal for anyone wishing to explore their creativity in a structured and supportive environment. It provides excellent preparation for further study and a career in the visual arts. Furthermore, students gain skills which are invaluable in any area of study, such as increased independence, visual awareness, creative thinking and problem solving, research and analytical skills and presentation skills.

Textiles is ideal for students who enjoy practical work such as: making and dying fabric, printing, creative stitching and constructing or personalising garments. The emphasis of the course is on practical work with some supporting written work to record critical and analytical thinking skills.

## Areas of Study

This course offers students a chance to delve deeper into the areas of art that are of interest to them, while learning more about different approaches to art and gaining the skills that go with them. It starts as a teacher-led course, introducing new media and encouraging experimentation, then broadens out into more independent self-discovery.

## Assessment

The Portfolio - 60% - all the work that students produce between the start of Year 10 and Christmas of Year 11. This must be a coherent body of work that follows the Areas of Study mentioned above.

The Externally Set - 40% - set by Edexcel, the Examining Body, in January of Year 11 and comprises a choice of five themes, one of which must be completed in full by Easter of the same year.

## Employment Opportunities

This GCSE can lead you to further studies at A-Level, college and university. The growing UK creative industries are now worth over £130 million a year. Within Fashion & Textiles there are over 71 job titles including: fashion designer, creative directors, costume designers, wardrobe managers, stylists, fashion journalists, fashion consultant, illustrators, garment technologists, garment historians and conservationists, textile designers, and there is also the business and retail side of fashion too.

## Need to know

You cannot do Textiles Fashion & Art, it is one or the other.

### Course Title

GCSE Art and Design Textiles

### Exam Board

Edexcel

### Mark Allocation

40% Final Exam

60% Controlled Assessment

### Grading

9 - 1

### Curriculum Leader

Miss J Newell



# Business Studies—GCSE

## COURSE INFORMATION

This course will help students gain a detailed understanding of the commercial world, learning how an enterprise is formed, how it operates and how it makes and manages its money. Students consider relevant ethical, environmental and economical factors during their studies. This course will allow students to gain a GCSE (9-1) and offers direct progression onto A-Level courses at college. Students will gain an insight into the world of business and entrepreneurship including practical transferable skills such as problem solving, communication, creativity, critical thinking and reflection and they will learn life skills in finance and organisation.

### Units of study - How it is assessed:

#### **Theme 1: Investigating a small business**

This theme is broken into 5 separate topic areas that will be taught over the first part of the course.

Written Examination 1: 1 hour and 30 minutes 50% of the qualification 90 marks. The paper is divided into three sections: Section A: 35 marks; Section B: 30 marks; Section C: 25 marks.

#### **Theme 2: Building a business**

A further five topic area will be covered in the second part of the course.

Written Examination 2: 1 hour and 30 minutes 50% of the qualification 90 marks. The paper is divided into three sections: Section A: 35 marks; Section B: 30 marks; Section C: 25 marks.

### Key Stage 4 Assessment

The qualification has two externally-examined papers. Throughout the two-year course you will complete end of unit assessments to help gauge understanding and monitor the GCSE level you are working towards. The external-examinations will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

### How I can support my child's learning?

There are a number of websites that students can access at home to help improve their knowledge and understanding of Business. These include: SAM Learning, BBC Bitesize and reading recent business/economy articles from the BBC News website.



#### **Course Title**

GCSE (9-1) in Business Studies

#### **Exam Board**

Edexcel

#### **Mark Allocation**

100% Examination

#### **Grading**

9 - 1

#### **Curriculum Leader**

Mr C Goldsworthy

# Drama



## COURSE INFORMATION

### **Component 1: Devising (40% of the qualification - 60 marks)**

Performance: Students will create and develop a group devised performance from a stimulus. **(15 marks)**

Written Portfolio: Students will complete a written portfolio which requires you to analyse and evaluate your devising process and success in meeting artistic aims and intentions. **(45 marks)**

### **Component 2: Performance from Text (20% of the qualification - 48 marks)**

Students will perform two key extracts from a performance text. This component is externally assessed by a visiting examiner.

### **Component 3: Theatre Makers in Practice (40% of the qualification - 60 marks)**

Assessment will consist of a 1 hour 45 minutes written examination

*Section A* Bringing Text to Life (study of a set text) – Five questions based on an unseen extract from the chosen performance text. (45 marks)

*Section B* Live Theatre Evaluation – Two questions requiring students to analyse and evaluate a live theatre performance they have seen. (15 marks)

## What will I learn?

You will learn a range of techniques and strategies to create your own performances. You will explore a range of characterisation skills, performance styles and genres. You will explore both devised and scripted work as well as planned public performances throughout the course which all students are expected to attend. You will also be given the opportunity to attend theatre visits and study the work of professional playwrights.

## Is this the right subject for me?

Drama is suitable for students who enjoy working creatively and performing to an audience. It is essential to work effectively as a team, have good organisational skills and be prepared to complete independent research of the topics you are exploring. You will also be expected to attend extra-curricular rehearsals.

You will complete self-evaluations and peer assessments, as giving and receiving feedback is essential to the course. This will be conducted in a supportive and constructive environment.

Performing in front of different audiences is essential to completing the course and therefore students perform regularly within class and to audiences outside of the classroom environment.

The weighting of the exam is: 40% Written Exam and 60% is based on Performing with the support of a Written Portfolio.

## Course Title

GCSE Drama

## Exam Board

Edexcel

## Mark Allocation

40% Written Examination

60% Performance/Written Coursework

## Grading

9 - 1

## Curriculum Leader

Mrs K Seaward-Ding

# GCSE Dance

## COURSE INFORMATION

Pupils wishing to choose GCSE Dance need to have passion and enthusiasm for the subject and have the aspiration to want to attend a dance school/college and university in the future. The course will provide pupils with the opportunity to develop their dance performance, understand choreographic design and creatively implement choreography to solo and group performances.

It is **essential** that pupils always have their PE kits with them for every Dance lesson unless the teacher says otherwise, as the pupils overall grade will be affected by their practical participation in lessons.

## Course Outline

### Component 1: Performance & Choreography

#### Performance

Pupils are required to demonstrate the knowledge, understanding and skills to perform dance as a soloist for approximately one minute and in a duet/trio for a minimum of three minutes.

#### Choreography

Pupils are required to demonstrate how they respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must either be:

- ◆ A solo dance of a minimum of two minutes and a maximum of two and a half minutes

Or

- ◆ A group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.

### Component 2: Dance Appreciation

#### Dance Appreciation

This is a **1 hour and 30 minute** written exam that requires pupils to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

Six Set works in the GCSE Dance Anthology:

Dance work	Dance company	Choreographer
<i>Artificial Things</i>	Stopgap Dance Company	Lucy Bennett
<i>A Linha Curva</i>	Rambert Dance Company	Itzik Galili
<i>Infra</i>	The Royal Ballet	Wayne McGregor
<i>Shadows</i>	Phoenix Dance Theatre	Christopher Bruce
<i>Within Her Eyes</i>	James Cousins Company	James Cousins
<i>Emancipation of Expressionism</i>	Boy Blue Entertainment	Kenrick H2O Sandy

## Future prospects

A-Level Dance, Professional Dance, Choreographer, Aspiration to go to a Dance School/University.



## Course Title

GCSE Dance

## Exam Board

AQA

## Mark Allocation

### Component 1: Performance & Choreography

Performance - 30% (40 marks) of the GCSE

Choreography - 30% (40 marks) of the GCSE

Total Component 60%

### Component 2: Dance Appreciation

Written Exam - 40% (80 marks) of the GCSE

## Grading

9-1

## Curriculum Leader

Mrs K Seaward-Ding

# Food Technology

## **COURSE INFORMATION**

If you are interested in nutrition and understanding why our bodies need certain foods, then this is the course for you. The nutrition elements of the course underpin the practical cookery skills that will be learnt. There is a creative focus on practical cooking skills to ensure students develop a thorough understanding of the nutrition, food provenance and working characteristics of food materials.

Students will study the economic, environmental, ethical and social – cultural influences on food availability and diet and health choices. They will understand the functional and nutritional properties, sensory qualities and food safety aspects when preparing, cooking and serving food.

Students will carry out nutritional analysis of food diaries and meals they produce. Dishes will be costed and modified to meet certain nutritional requirements.

Students will show an active interest in cooking and the science that is behind the food you will make.

## **Additional Information**

Students will be asked to provide the majority of their food that they will make. Practical cookery will take place once a fortnight over the length of the course.

## **Assessment**

The coursework consists of:

- A food science experiment which includes a 1500 word written project
- A 3 hour practical exam with an in-depth written report
- A written examination worth 50% of the final mark

## **Employment Opportunities**

The skills that you develop can lead you into: the food industry, catering, product development, teaching, nursing and medicine, retail, food safety, environmental health, scientific research, child care, farming and agriculture, advertising and media, food photography and styling, travel and tourism, journalism, ICT and many other careers.



### **Course Title**

GCSE Food Preparation and Nutrition

### **Exam Board**

AQA

### **Mark Allocation**

50% Examination

50% Coursework

### **Grading**

9 - 1

### **Teacher**

Mrs L Dawe

# Hair & Beauty VTCT

## COURSE INFORMATION

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support learners to develop broad and comprehensive understanding of the sector and related industries but, more importantly, of core academic knowledge and study skills that will support progression into post-16 and higher education.

### Future Prospects:

Specifically the qualification will prepare learners to progress onto qualifications related to the hair and beauty sector, such as the T Level in Hair, Beauty and Aesthetics; however, learners may also progress onto broader areas of study. It is a vocational qualification equivalent to GCSE grades 9-1.

### What the course consists of:

- UCO90 - Business and entrepreneurship in the hair and beauty sector
- UCO91 - Anatomy, physiology and cosmetic science
- UCO92 - Design in the hair and beauty sector

### Grading

Distinction*	=	8.5	(A*)
Distinction	=	7	(A)
Merit	=	5.5	(B)
Pass	=	4	(C)

The VTCT Level 1/2 Technical Award in the Study of Hair and Beauty is a Technical Award that has been designed in line with educational developments, including the reform of vocational education, and meets the Department for Education's (DfE's) characteristics for high-quality and rigorous Key Stage 4 (KS4) qualifications.

This qualification uses a grading model of Not Yet Achieved, Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction\* (NYA, L1P, L1M, L1D, L2P, L2M, L2D, L2D\*) which will improve student motivation and provide challenge, distinguish between levels of learner achievement and ensure sufficient rigour in assessments.

The overall qualification grade is calculated using a rigorous synoptic assessment method. This consists of an externally set and marked assessment by examination (external written exam) and an externally set, internally marked non-exam assessment (synoptic assignment). This will help to ensure the qualification offers a comparable level of challenge to academic qualifications.



### Course Title

VTCT Level 1/2 Technical Award in the Study of Hair and Beauty

### Exam Board

VTCT

### Mark Allocation

40% Coursework (Controlled Assessment)

60% Examination

### Grading

Distinction\* = 8.5 (A\*)

Distinction = 7 (A)

Merit = 5.5 (B)

Pass = 4 (C)

### Teacher

Mrs J Withington

# Child Development and Care in the early years

## COURSE INFORMATION

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study.

### The Level 1/2 Technical Award in Child Development and Care in the Early Years

#### **50% is based on an externally set and marked examination:**

EAs are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the 9 content areas of this qualification.

A variety of assessment questions will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge.

#### **50% Externally-set, internally marked and externally moderated: synoptic project**

Content area 1 Child development

Content area 2 Factors that influence the child's development

Content area 3 Care routines, play and activities to support the child

Content area 4 Early years provision

Content area 5 Legislation, policies and procedures in the early years

Content area 6 Expectations of the early years practitioner

Content area 7 Roles and responsibilities within early years settings

Content area 8 The importance of observations in early years childcare

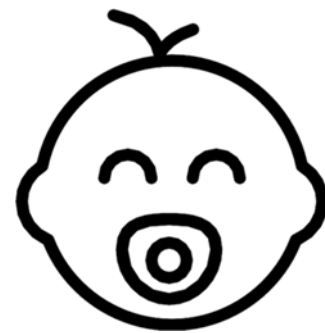
Content area 9 Planning in early years childcare

#### **Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as**

Level 3 applied generals in: early years, childcare and education, health and social care

Level 3 technical level qualifications, including T Level programmes, allow for entry to the workforce and higher education – opportunities are available in:

- education and childcare, including a range of options for early years educators and teaching assistants
- health and social care
- health science



#### Course Title

NCFE Level 1/2 Technical Award in Child Development and Care

#### Exam Board

NCFE Cache

#### Mark Allocation

50% Examination

50% Assignment

#### Grading

Equivalent to one GCSE at grades A\* - C.

Grades will be

L1P, L1M, L1D

L2P, L2M, L2D, L2D\*

#### Teacher

Mrs J Withington

# Health and Social Care BTEC Tech Award



## COURSE INFORMATION

The course delves deeply into the development of all stages of life, focusing particularly on the physical, intellectual, emotional and social developments of an individual; factors that have an effect on a person's overall health and wellbeing; care values applied in care homes and medical settings.

The course involves independently producing four extensive pieces of controlled assessment and an exam in the final year. Learners must complete all 3 compulsory components in order to pass the course, equating to 120 guided learning hours (GLH).

## Future Prospects:

Approximately three million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants. Whilst social care roles include care assistants, occupational therapists, counsellors and social workers. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. This qualification will provide you with a solid understanding of health and social care that will help you to make choices about your future study options and career choices.

## What the course consists of:

- |                      |  |
|----------------------|--|
| Component 1 (36 GLH) | – Human Lifespan Development                 |
| Component 2 (36 GLH) | – Health and Social Care Services and Values |
| Component 3 (48 GLH) | – Health and Wellbeing                       |

## Grading

Distinction*	=	8.5	(A*)
Distinction	=	7	(A)
Merit	=	5.5	(B)
Pass	=	4	(C)

## Course Title

BTEC Tech Award Health and Social Care - Level 2

## Exam Board

Edexcel

## Mark Allocation

60% Coursework (Controlled Assessment)

40% Examination

## Grading

Distinction\* = 8.5 (A\*)

Distinction = 7 (A)

Merit = 5.5 (B)

Pass = 4 (C)

## Teacher

Mrs J Withington



# ICT - BTEC Tech Award in Digital Information Technologies



## COURSE INFORMATION

The BTEC Tech Award in Digital Information Technologies has content to interest and engage our KS4 students. Students will learn the importance of user interfaces in our modern world, as well as how to design and develop these interfaces. They will become experts in data representation, with a clear understanding of the power of big data and how to analyse, as well as manipulate this data. There is clear progression onto Level 3 study for students who want to explore digital information technology further.

<u>Components of study</u>	<u>How it is assessed</u>
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Internally assessed assignments
Component 2: Collecting, Presenting and Interpreting Data	Internally assessed assignments
Component 3: Effective Digital Working Practices	Externally assessed: scenario-based external 1hr 30 min written exam

## Key Stage 4 Assessment

The qualification has three components. In Components 1 and 2 you will carry out controlled assessment tasks. The internal grading and quality assurance of these two components will give you a clear idea of how well you are progressing in your qualification. Component 3 is externally assessed exam by Edexcel and assesses the knowledge and skills you have developed across all three components. The external assessment will test your ability to recall the knowledge you have gained and allow you to demonstrate that you can apply that knowledge in realistic scenarios and situations.

## How I can support my child's learning?

There are a number of websites that students can access at home to help improve their knowledge and understanding of DIT. These include: the Edexcel website, SAM Learning, Bitesize, Teach-ICT and watching online shows like BBC Click.

### Course Title

BTEC Tech Award in Digital Information Technologies

### Exam Board

Edexcel

### Mark Allocation

40% Examination

60% Controlled Assessment

### Grading

Students are expected to achieve this BTEC at Level 2 and are awarded grades equivalent in value to GCSE grades 9 - 4.

Students who achieve a BTEC Level 1 will be awarded the equivalent to GCSE grade 3 - 2.

### Curriculum Leader

Mr C Goldsworthy



# Media Studies

Today we are surrounded by media wherever we look. There is the internet, TV, film, radio, magazines, papers, cinema, advertising ...the list goes on. Media and communications have never held greater global relevance or significance. The study of media products, audiences, representations and industry is more important and exciting than it's ever been.

## **COURSE INFORMATION**

This course offers an insight into a range of media platforms, from magazines and social media through to feature films, radio broadcasting and computer games. This course will teach you about the range of media platforms in addition to giving you hands on experience in researching, designing and developing your own media products.

## **Areas of Study**

All nine media forms will be analysed or created through media products. Research into audiences, genres and media roles. Design of narratives, layouts, storyboards, graphic design principles and systems. Skills such as video editing and sound editing, special effects, graphic design layouts.

## **Assessment**

The controlled assessment is two exams comprising of 35% each for the overall 70% towards your final grade and a controlled assessment media product that accounts for the remaining 30%. The controlled assessment element is an independent media product using any of the nine media formats made to a specific design brief.

Media Studies is a creative subject that involves research and design. Anyone who has a keen interest in films, social media or magazines will find this course rewarding.

Please note this is a theory based subject. The majority of the work is written analysis with 3 essays expected in Paper 2. The course is not watching films/ playing games.

## **Employment Opportunities**

The skills that you develop can lead you into; design, research, ICT, directing, filming, editing, journalism, advertising and marketing and many other careers.



### **Course Title**

GCSE Media Studies

### **Exam Board**

AQA

### **Mark Allocation**

70% Examination

30% Controlled Assessment

### **Grading**

9 - 1

### **Curriculum Leader**

Miss K Green

# Music

## COURSE INFORMATION

Our course is based around four areas of study:

- Musical forms and devices
- Music for ensembles
- Film music
- Pop music

## Assessment

**Component 1: Performing (30%) Practical Assessment** - This is fun as well as being for an exam as you get to make CDs and work in the studio to record your performances. You are required to perform a solo and an ensemble for a combined total of four minutes. These can be in any style and on any instrument and will be assessed by your teacher (including voice/singing). The recommended standard is grade 4 for the highest marks, or grade 3 or 2 for the middle/lower marks. It would be difficult to complete this if you do not play an instrument or sing.

**Component 2: Composing (30%) Coursework** - You get to compose on the iMac computers using Sibelius or Logic (industry standard technology). One composition would be something set by the exam board, and another would be something of your choice. Some compositions include a dance track, music to film or for a musical, a classical piece or some jazz.

**Component 3: Listening and Appraising (40%)** - You prepare for a written examination lasting 1 hour and 45 minutes. You will respond to a range of short and long answer questions on the study pieces/wider listening learnt within the four areas of study. You do not just play music, you study music. You will learn about music that you have not experienced before. You will also begin to understand better the music that you are familiar with. You will learn how to justify and explain why you might like or dislike particular styles of music. Yes, we study 'classical' music, but we also cover music by Queen, film music from Star Wars and samba music.

## Additional Information

Music is a subject which has proved, over the years to be fun, challenging, exciting and rewarding. This course will allow you to work in an area where you can explore your musical interests and develop the use of ICT (sequencers, digital recording studio and a suite of Apple iMacs) in music. It has produced some excellent compositional and performance work from all abilities of students. The course will widen your horizons, be a talking point when you go for interviews in the future, develop your creativity and self-confidence, which are all important aspects of personal development. It is now being looked for at top universities if students are wanting to study medicine or law, as a gauge for commitment and dedication.



### Course Title

GCSE Music

### Exam Board

Eduqas

### Mark Allocation

30% Performing

30% Composing Coursework

40% Listening Exam

### Grading

9 - 1

### Curriculum Leader

Mrs S Wright

# GCSE Physical Education



## COURSE INFORMATION

Pupils wishing to choose GCSE PE need to have passion and enthusiasm in at least one of the following multi-disciplinary sectors in exercise and sport: teaching, elite sports coaching, sports management, sports nutrition, physiotherapy, sports psychology and/or exercise physiology. The course will provide pupils with the opportunity to develop their understanding and physical competency in practical sports performance, their biological and biomechanical understanding of the body, understanding of socio-cultural issues in sport, sports psychology and sports nutrition.

It is **essential** that pupils are **self-motivated** to take part in physical exercise and activities, as the pupils overall grade will be affected by their practical participation in lessons.

Pupils will complete two exams, coursework and be practically assessed in sports performance over the two-year course.

Over the two-year course, every week learners will participate in two theory lessons that prepare them for the exam and one practical lesson that prepares them for the assessment in sports performance.

### Theory Lessons

These are based in the PE classroom and will be used to prepare pupils for the two exams. Pupils will also use this time to complete their coursework which is based on analysing and evaluating their own or a peers' sports performance.

### Practical Lessons

Practical lessons have a sole purpose of preparing pupils for their practical sports performance assessment. These lessons are different to Core PE lessons as they are based on refining the skills pupils already have in three sports, rather than teaching new sports and new content. Pupils must already be competent in one team sport, one individual sport and one team or individual sport.

### Future prospects

A-Level PE, Sport Specific University courses, Diploma in Exercise, Sports Psychologist, Physiotherapist, Elite Sports Performance Analyst, Exercise Physiologist, PE teacher, Sports Coach, Personal Trainer, Sports Nutritionist and many more.

#### Course Title

GCSE Physical Education

#### Exam Board

OCR

#### Mark Allocation

60% Examination (Two 1-hour exams)

30% Practical Performance (in 3 sports)

10% Coursework (Analysing and evaluating sports performance)

#### Grading

GCSE 9-1

#### Curriculum Leader

Mr J Voce

# Design Technology

## COURSE INFORMATION

If you enjoy creative problem solving, modelling ideas, risk taking and innovation, then this is the course for you. The course has a practical approach that encourages you to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Packaging, labelling and instructions are also encouraged as part of the complete design proposal, while marketing tools, such as advertising and points of sale, can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

We already started with the design process from a early stage in year7 where they had to look at how we can make different projects for people and how to cater for their needs. We had a look at circuits, 2D drawing, orthographic and isometric drawing, mechanical systems and also different materials and machines.

Our main focus is Investigating, designing, making and evaluating. We want the children to learn different skills not just theory based but also practical skills.

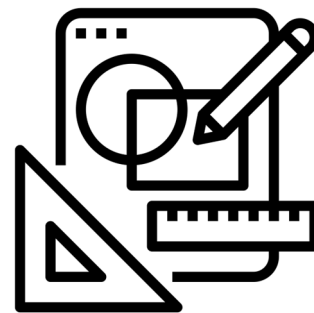
### Assessment

The coursework is a design and make task and is worth 50% of the final grade.

The written examination lasts for 120 minutes and contains short answer, product analysis, extended writing and design questions.

### Employment Opportunities

The skills that you develop can lead you into; design, product development, teaching, retail, environmental health, research, advertising and media, manufacturing, ICT and many other careers.



#### Course Title

GCSE Design and Technology

#### Exam Board

AQA

#### Mark Allocation

50% Examination

50% Coursework

#### Grading

9 - 1

#### Curriculum Leader

Mr S van Jaarsveld

# Religious Studies

Religions exist all around the world and many countries are governed according to the beliefs and values of a faith. To learn about Religious Studies is to investigate the people and the world we live in. Religion can be controversial and does often appear in the news, which means that lessons will be current and up to date. I do not expect us all to agree on the issues discussed, but welcome debates based on findings and justifiable explanations.

## COURSE INFORMATION

Pupils looking to take this course, need to have an interest in challenging and questioning beliefs and values to search for meaning and truths. Whilst pupils will have the opportunity to discuss the 'Big Questions' they must also understand that this is 100% examination, which requires an academic style of writing to evidence and support their points.

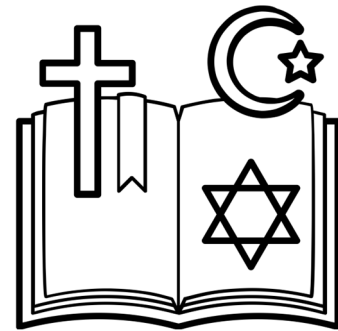
The GCSE course comprises of two papers. The first paper, taught in Year 10, is entitled 'The study of religions: beliefs, teachings and practices'. This focuses on both Islam and Christianity. The second paper entitled 'Thematic Studies' focuses on religious views on ethical issues including same sex relationships and the death penalty.

Throughout the course pupils will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these will help prepare them for further education.

<b>Paper 1: Religions Paper</b>	<b>Paper 2: Thematic Studies Paper</b>
Christianity Beliefs and Teachings. Islamic Beliefs and Teachings.	Human rights and Social Justice Crime and Punishment Religion and Life Religion and War and Peace
1hr 45 mins 96 Marks and 6 SPAG	1 hr 45 mins 96 marks and 3 SPAG

## FUTURE PROSPECTS

Many colleges, universities and employers regard candidates who have studied Religious Studies as desirable due to the empathetic nature of the course and the many transferable skills learnt. This includes professions in Teaching, Civil Service, Journalism, Law and Public Sector.



### Course Title

GCSE Religious Studies A

### Exam Board

AQA

### Mark Allocation

100% Examination

### Grading

9 - 1

### Curriculum Leader

Mrs L Ord