


# YEAR 9 OPTIONS GUIDANCE PROGRAMME



## TIMETABLE OF EVENTS

<b>2<sup>nd</sup> February 2017</b> <b>6pm-8pm</b> <b>2012 Hall</b>	<b>Options Evening</b>	Parents should allow 1 ½ hours, including a 15 minute talk at 6pm, 6.45pm or 7.30pm. The talk will take place in A Hall.
<b>24<sup>th</sup> February 2017</b>	<b>Deadline for final option forms</b>	These forms should be returned to your Head of Pastoral
<b>Semester 5</b>	<b>Confirmation</b>	Confirmation of choices given to students



## NOTES FOR PARENTS

It is time to choose courses to follow from 2017. The decisions made now are very important for your child's future.

This booklet gives information needed to help you arrive at the right decision. Please read it carefully and encourage your son or daughter to do the same. They will need your help and advice in making the decisions.

Please accompany your son or daughter to the options evening on Thursday 2<sup>nd</sup> February 2017. This is an opportunity to speak with subject teachers and ask questions about the courses on offer.

Other sources of information to aid decision making include:

- **Progress Reports**
- **Advisory Sessions**

Remember that staff are able to help including:

- **Advisor**
- **Head of Pastoral**
- **Subject Teachers**
- **Mrs S Mahon ( Deputy Head of Luther King College)**
- **Mrs T Banks (Options Co-ordinator)**
- **Mrs L Bayliss (Careers & Business Links Manager)**
- **Mrs Gately (Head of Learning Support)**

When you are satisfied that the appropriate choices have been made, please sign the options form and return it on or before: **Friday 24th February, 2017 to your Head of Pastoral.**

## NOTES FOR STUDENTS

Choosing your options for Year 10 is an important step and the first of many you will have to make regarding GCSEs, Sixth Form and the careers you will eventually follow.

You cannot make good decisions without the information this booklet gives. It explains the courses that are available. It shows you how to go about making the decision which is right for you. Read it carefully and talk it over with your parents, teachers and advisor.

**What subjects can you choose?**

**Compulsory GCSE subjects**

You have to study for GCSEs in English Language, English Literature, Mathematics and Double Science. You will also have lessons in PE.

## OCR Nationals, BTECs and City and Guilds

You can choose from OCR Nationals, BTECs and City and Guilds which lead on to level 3 courses.

## GCSE OPTION SUBJECTS

You can choose from a list of subjects, but the choice is not completely free. You should aim for a broad selection of subjects to keep your options open in the future. You can choose two languages but you cannot choose the same subject twice!

All students must choose one EBACC subject, these are highlighted in blue.

Not every combination of subjects is possible. Check the **options grid** carefully before making your choices.

## HOW MANY GCSEs WILL I STUDY?

You will study 10 GCSE's (or equivalent) subjects (double science counts as two).

## HOW DO I CHOOSE?

Gather information!

## WHAT DO I NEED TO KNOW?

Most students in Year 9 have little idea of their career choice and even if you know about a possible career you may change your mind. You should select a balanced range of subjects.

- English is a key subject.
- Maths is another key subject.
- Science helps us to understand the world around us. It is a key subject.
- Visual art subjects such as art and design, technology and media studies help us to understand the world around us and communicate ideas in order to interact with it.
- Humanities e.g. history, geography, citizenship, business studies help us to understand the way people live and act.
- Foreign languages are useful for developing ever closer ties with Europe. German and Spanish are helpful in widening the scope of career opportunities as Britain expands trade with our European partners.
- Information & communication technology (ICT) provides a vital skill which is useful in all careers and important in supporting work in all your subjects.
- Performing Arts and Vocational Studies help us explore and respond to the world around us as well as enabling us to express ourselves, grow in confidence and shape our identity.

It will help to have a broad selection of subjects which will help give you a wider choice of courses and careers. Employers and Further/Higher Education institutions look for a balance of subjects!

## KEY QUESTIONS

There are two key questions to ask when choosing subjects for the next two years. These are:

### What am I good at? What do I like?

- You will be given the opportunity in advisory time to examine your strengths and weaknesses in the subjects you currently follow.
- You should not necessarily choose only your best subjects, but it may be foolish to choose subjects in which you are not likely to be successful (discuss if you are unsure).
- Enjoying a subject can make a big difference to how well you do, so what you like is particularly important.

**Choosing what you are good at and what you like is strongly advised and much better than jumping at a career idea and working backwards**

## SOURCES OF INFORMATION

You must seek out people with whom you can discuss your choice of subject.

- Your subject teachers
- Your parents
- Your Advisor
- Family
- Friends
- Employer contacts
- Mrs Mahon (Deputy Head of Luther King)
- Mrs Bayliss (Careers & Business Links Manager)
- Head of Pastoral

They may recommend certain choices knowing your strengths and weaknesses.

### Decide:

You cannot do any combination of subjects. You will be given an 'Option Choice Sheet'. Read it carefully to understand how to use it. Mark your intended choices in pencil. Later you will receive a fresh copy for your final decision. This must be checked, signed and returned (unfolded) by **Friday 24th February 2017**.

## WILL I GET MY FIRST CHOICE?

In most cases you will, but this cannot be guaranteed. Although every effort will be made to accommodate your wishes, it is likely that some courses will be oversubscribed while others do not attract enough students to go ahead. In such cases you will be asked to choose again. We will endeavour to meet your needs.

## A WORD OF ADVICE ... Ten Key Dos and Do Not's

- DO** read about all the subjects on offer. Many courses are different or new. Find out whether they will suit your needs or not.
- DO** ask questions and discuss the choices with teachers, parents and careers staff
- DO** aim for a balanced choice to keep your career and future course options open.
- DO** look at yourself honestly and discover what sort of person you are, i.e. your interests, abilities and personality.
- DO NOT** be influenced by your friends as to what you choose. It **MUST** be your choice.
- DO NOT** choose subjects because you may like or dislike your present teacher.
- DO NOT** choose a subject for a certain career if you are weak at that subject.
- DO NOT** be totally influenced by any one perspective — take a range of views when you make your choice.
- DO NOT** choose a subject because it is 'new' and it must be 'better' than what you know. Make sure you check it out!

**Above all – choose wisely and well!**

## COMPULSORY GCSEs



Detailed information about particular examinations can be found on the following websites:-

[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.edexcel.org.uk](http://www.edexcel.org.uk)  
[www.wjec.co.uk](http://www.wjec.co.uk)  
[www.cityandguilds.com](http://www.cityandguilds.com)

# GCSE

## English & English Literature

### Course Description:

To enable you to:

- Develop your ability to read, understand, enjoy and respond to all types of text; recognise and appreciate the ways in which writers achieve their effects; develop information retrieval strategies for the purposes of study.
- Develop your ability to construct and convey meaning in written language using appropriate grammar, matching style to audience and purpose.
- Develop the awareness of personal, social and cultural significances in the study of literature.

We currently offer both English Literature and English Language courses.

These two courses cover:

- **Spoken Language. (Internally assessed)**
- **Reading.** A wide variety of texts including media texts and a variety of genres. Fiction and non-fiction. Poetry, prose and drama, including a play by Shakespeare and other pre-twentieth century texts.
- **Writing.** Technical aspects of English (spelling, punctuation and text organisation), creative writing, writing specific audiences and purposes, informative, persuasive and analytical writing, response to literature.

### Course Structure:

All GCSE English and English Literature courses are now 100% terminal examination intended to test the skills learned over the two year course.

There is a single tier of entry.

### Assessment:

**Language: 2 written exams. Each paper tests a mixture of reading and writing skills.**

**Literature: 2 written exams. Closed book.**

### Jobs and Careers:

GCSE English at Grade C vital for a whole range of employment options, college and university courses, including Mascalls' sixth form.

For most jobs, employers will look for good communication skills, both written and spoken, and the ability to read with insight and understanding.

Jobs using English specifically can include work in media, journalism, proof reading, publishing, legal professionals, advertising, book selling, office administration, web design, editorial work, secretarial work, public relations, poet, author, management and teaching.

English, maths and science make up the core of subjects in your set of essential qualifications.

**For more information contact Head of English - Mrs Wilson**

# GCSE MATHS

## Course Description:

- To experience mathematics as a meaningful, stimulating and worthwhile activity.
- To appreciate that mathematics is a powerful means of communication and a useful tool and a source of delight.
- To develop confidence and enjoyment in using Mathematics.

## Course Outline:

There are four major areas of experience relating to the National Curriculum Attainment Targets, which develop knowledge, skills and understanding through:

- |   |                                   |
|---|-----------------------------------|
| <b>1. Number</b>                                | <b>4. Geometry &amp; measures</b> |
| <b>2. Algebra</b>                               | <b>5. Probability</b>             |
| <b>3. Ratio, proportion and rates of change</b> | <b>6. Statistics</b>              |

## Using and Applying Mathematics (Ma1)

Make and check decisions to solve problems, communicate mathematically and develop skills of reasoning.

## Number and Algebra (Ma2)

- Understand number and the decimal number system, understand and use the basic operations (+ x — ÷) and develop methods of computation. Solve problems.
- Understand and use relationships and rules, equations and formulae.

## Shape, Space and Measures (Ma3)

Understand shape, position and movement. Understand and use measures.

## Handling Data (Ma4)

Collect, process, represent and interpret data. Estimate and calculate probabilities.

## Course Structure:

The course is made up of themes whereby practical problems, investigations and topics provide the stimulus for individual, group and class work. Activities involve applying mathematics to real-life problems as well as exploring and investigating within mathematics itself.

A variety of teaching approaches and resources are used including published texts, worksheets, practical materials and computers (e.g. spreadsheets and graph plotters on iPads). Students are expected to have scientific calculators.

You are grouped according to your level of attainment, using KS3 SATs results and teacher assessment. Individual progress is carefully monitored and movement between groups takes place as, and when, appropriate, although, constant movement between groups is deemed inappropriate.



**Assessment Pattern:**

The assessment pattern is differentiated to enable students to show their ability. Students will be entered according to their expected level of achievement. The choice of sitting whether higher or foundation paper will be decided using the student's capability, their mock grades, ability to cope with the level of work as well as topic assessments. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier will be graded from 1 to 5 and higher will be grade 4 to 9, note that grade 4 is achievable in either papers. It is not possible to mix higher and foundation papers together.

The course is linear and the assessment comprises of three papers lasting 90 minutes long. Paper 1 is a non-calculator assessment and paper 2 and 3 are calculator papers. First assessment series May/June 2017.

Gifted and talented mathematicians will be offered the chance to gain additional mathematics qualifications. We are currently offering the AQA Level 2 further mathematics qualification which extends some ideas encountered at GCSE and also introduces concepts such as complex (imaginary) numbers, matrices, normally only met by students taking a 2nd A Level in mathematics.

**Jobs and Careers:**

The new 1-9 system in maths is an essential gateway into a wide range of jobs and college opportunities, including Mascalls' sixth form.

It would also be an essential skill for all sorts of exciting future careers – Computer games designer, Formula 1 engineer, architect, aerodynamicist, electrical, mechanical civil engineering, music producer, air-traffic controller, banker, pilot, civil engineer, economists, defence analyst, designer, statistician, investment analyst, patent office work, forensic work, commodity trading, quantity surveyor, tax advisor, dispensing optician,, maths teacher, accountant, insurance, actuary, auditor, valuer, modelling analyst, computer industry, internet and communications industry, stockbroker, architect and systems analyst. Maths is essential to support any career in. English, maths and science make up the core of subjects in your set of essential qualifications.

**For more information contact Head of Maths—Mr W Monk**

## PHYSICAL EDUCATION (Compulsory)

### Course Description

In both Year 10 and Year 11, all pupils will obtain the opportunity to choose from one of 5 different sporting pathways and experience a variety of specific sports appropriate for each pathway. Throughout this time, pupils will increase their own knowledge and understanding of the rules, regulations and tactics for each activity as well as enhancing their own and others skills and techniques required for each sport.

### Course Structure

Pathway	Description
<b>Traditional Boys Sports</b>	You will be in a group of all boys taking part in traditional PE sports. These will mainly consist of team based sports. You can expect from your lessons, skill development, game play, coaching of tactics as well as opportunities to officiate.
<b>Traditional Girls Sports</b>	You will be in a group of all girls taking part in traditional PE sports. These will mainly consist of team based sports. You can expect from your lessons, skill development, game play, coaching of tactics as well as opportunities to officiate.
<b>Creative Pathway</b>	This will be a mixed gender group working on different aspects of fitness. You will do some work at the gym as well as onsite training. You will get the chance to create and develop your own fitness training program and to participate in it.
<b>Alternative Sports</b>	You will be in a group of mixed gender taking part in alternative sports. These may be new to you and will move away from the traditional games you have learnt and developed from Key Stage 3. This will include both on and off site activities.
<b>Leadership</b>	Students will have the opportunity to lead both younger peer age groups and primary school students. They will work towards an accredited course of the sports leaders' level 1 which is a recognisable qualification towards post 16 education. Students will be taught and given confidence of how to teach a small group of pupils to organising and leading tournaments, sports days etc.

### Assessment

The Level 1 Award in Sports Leadership provides the ideal starting point for learners who wish to develop their leadership skills, whilst under the direct supervision of their teacher. The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner. The Level 1 Award in Sports Leadership is a practical qualification in which learners must demonstrate their ability to lead others in simple sport/activity.

All remaining pupils will not be assessed in their practical performance against the national curriculum criteria throughout the whole of Key Stage 4 core PE. However, they will be expected to participate to the best of their ability and will have opportunities to develop personal skills and qualities as a performer, official, leader and coach.

Although there is no qualification that can be ascertained in core PE, it provides opportunities for pupils to develop personal skills such as knowledge, structure, communication, organisation, target setting, effective use of language and qualities such as independence, leadership styles, teamwork, confidence, competence, motivation, enthusiasm and humour all of which future employers look for when at an interview. **For more information contact the PE department.**

# GCSE SCIENCE

## Course Description

Science follows the Edexcel science course. All science exams are sat at the end of Year 11.

All Year 9 students started the Combined Science course in September 2016 and, if they continue this programme, will be awarded **2 GCSEs** in science.

Any student interested in following the Separate Sciences programme will use one of their options when they start year 10 to increase the number of science lessons on their timetable to cover the extra material. These students will be awarded 3 GCSE's:- 1 in biology, 1 in chemistry and 1 in physics.

## Course Structure

GCSE science courses follows a set structure:

Students are taught biology, chemistry and physics throughout the course. This comprises of a variety of topics within each subject.

## Assessment

Combined science:

1 hour 10 minute exams in biology, chemistry and physics all sat in the summer of the course (2 x biology, 2 x chemistry and 2 x physics).

Separate Sciences:

1 hour 45 minute exams in biology, chemistry and physics all sat in the summer of the course (2 x biology, 2 x chemistry and 2 x physics).

## Jobs and Careers

Science is a valuable qualification for a variety of post-16 options. Employers value the combination of logical thinking, data handling, scientific knowledge and rigour of a science qualification. Those considering careers in construction, plumbing or becoming an electrician will benefit from the knowledge and skills developed with a science qualification. Students may go on to pursue A levels in physics, biology, or applied Science. These advanced subjects then can lead to University science study. A wide range of professions require a science background, including medicine, dentistry, teaching, veterinary work, forensic science, cosmology, space science, oceanography, laboratory technician, nanotechnology, weather forecaster, pharmacology, optician, soil science, toxicology, radiography, electrician, cosmetic science, zoologist, science research, environmental work, chemical engineering, oil, industry, petrochemicals, etc. Food and drug companies also require biochemists. Science is an important supporting subject in many of these career options.

**For more information contact Head of Science Mrs K Davey**

English, maths and Science make up the core of subjects in your set of essential qualifications.

**OCR NATIONALS/BTECs/CITY AND GUILDS**



# OCR BUSINESS STUDIES

## **Course Description**

Entrepreneurs and businesses are at the heart of our economy. From major corporations to small and medium-sized enterprises (SMEs) and sole traders, business provides a vital contribution to communities, creating income, providing wealth and leading innovation and creativity across all sectors. The Cambridge Nationals in Enterprise and Marketing will help to prepare learners both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skills of presenting information to others in a clear and persuasive manner.

## **Course Structure**

The course consists of three units:

### **Unit R064: Enterprise and Marketing concepts**

In this unit learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting a business. Students will need to understand:

- How and why customer segmentation is used
- How to target a customer market
- How to attract and retain customers, the techniques to use when developing products
- How to investigate what makes a product viable.

### **Unit R065: Design a business proposal**

In this unit learners will design a product proposal to meet a business challenge scenario as in “The Apprentice”

Learners will have to:

- Identify a customer profile for their own product design
- Develop market research tools and use these to complete market research for their product
- Use their research outcomes to generate product design ideas
- Assess their strengths and weaknesses
- Work collaboratively with peers to gain feedback to inform final design decisions.
- Complete financial calculations to select a pricing strategy and determine whether their proposal is viable

### **Unit R066: Market and Pitch a business proposal**

In this unit learners will learn and apply the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065.

Learners will be required to:

- Pitch their product proposal to an external audience after completing a practice pitch
- Complete a review of both their pitching skills and product proposal, using their learning from this qualification, self- assessment and feedback generated.

## **Assessment**

Units R065 and R066 are assessed by coursework.

Unit RO64 is assessed by a 1 hour external examination – a combination of multiple choice, short and **long** answer questions.

**Jobs and Careers:**

This course will develop many entrepreneurial and personal skills leading to many career options in the business world.

**If you would like to find out more information about this course, please speak to Head of Business, Mr Manchester.**

## OCR CAMBRIDGE LEVEL ½ NATIONAL CERTIFICATE CHILD DEVELOPMENT

### **Course Description:**

All students will study three mandatory topics as follows:-

- Health and well-being for child development
- Understanding the equipment and nutritional needs of children from birth to five years
- Understanding the development norms of a child from birth to five years

### **Course Structure**

#### **Health and well- being for child development**

In the first topic you will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, post-natal checks, post-natal provision, conditions for development, childhood illnesses and child safety.

#### **Assessment:**

This is a written paper set for 1 Hour and 15 minutes—80 marks

#### **Understand the equipment and nutritional needs of children from birth to five.**

In the second topic of study, you will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs.

This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

#### **Assessment:**

This is based on centre assessed tasks for approximately 7-10 hours and 60 marks (60 UMS)

#### **Understand the development norms of a child from birth to five.**

In the third topic of study, you will gain an understanding of the development norms from birth to five years and the stages and benefits of play. You will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. **For this topic you will need to be able to study a 0-5 year old child as part of your course. This will need to be done outside of school.**

#### **Assessment:**

This is based on centre assessed tasks of approximately 7-10 hours and 60 marks (60 UMS). The grade achieved is based on Pass, Merit and Distinction and equivalent to a GCSE grade 1-9.

**If you would like to find out more about this course please contact Mrs Sandu, Teacher of Vocational Studies.**

## **CITY & GUILDS LEVEL 2 TECHNICAL AWARD IN CONSTRUCTING AND MAINTAINING THE BUILT ENVIRONMENT**

This qualification is offered as a 2 year course and allows you to explore the construction and built environment industry.

If you enjoy practical, hands on tasks but also want to discover how buildings are constructed and what happens when they require a repair, maintenance or refurbishment then this qualification is for you.

The qualification is the equivalent of 1 GCSE at the new 1-9 system and is nationally recognised by schools and employers. The City & Guilds Level 2 course is widely recognised as an industry qualification and will provide excellent progression opportunities for students who choose this option.

Our course is supported by construction companies who, through employer led learning, will provide access to real projects, site visits, careers advice and guidance, mentoring and skills workshops.

### **Course Structure:**

This course is made up of 4 units to help build up the knowledge to complete 2 mandatory assessment units and will take up **1 of your option choices**.

The units covered in the qualification are made up of:-

- Working in the built environment
- Construction methods and materials
- Maintenance, repair and refurbishment of buildings
- Using tools to construct and maintain buildings

These units will develop the following knowledge, understanding and skills:

- How people in the construction industry work together to develop projects
- An understanding of how and why different materials are used in construction
- How to interpret sources of information
- Producing plans and recommended action for buildings that require repair, maintenance of refurbishment.
- The importance of safety of working on construction projects
- Different skills and techniques used in construction
- How to evaluate skills and techniques

The qualification structure encourages the development of Personal, Learning and Thinking Skills which are essential to success in learning, life and work.

### **Assessment:**

Assessment will be through candidates completing 2 mandatory assessment components. The first is a Synoptic assignment and the second is through an online theory exam. The coursework covered in the 4 knowledge units develops a toolkit of knowledge to complete these exams and the examinations are set by City and Guilds, the awarding body.

### **Progression:**

This industry qualification will give learners the opportunity to access a range of Level 3 courses through 6<sup>th</sup> Form, College or apprenticeships in the Construction sector.

**If you would like to find out more about this course please contact Mr J Buels**



## **OCR CAMBRIDGE NATIONALS CERTIFICATE CREATIVE & TECHNICAL ICT**

### **Course Description:**

The OCR Cambridge Nationals Certificate in ICT has been designed to provide candidates with high quality, industry recognised qualifications geared to the specific requirements of key sectors.

It has been developed to recognise candidates' skills, knowledge and understanding of IT functions, environments and operations. It accredits candidates' abilities to carry out a range of tasks and to recognise candidate's achievements in a modern, practical way that is relevant to the workplace.

It is an exciting and worthwhile qualification in a world that is dominated by technology and communications.

The OCR Cambridge National Certificate in ICT is the equivalent to one GCSE and is offered in two versions. The creative strand of the qualification includes working with sound and vision and developing multimedia products.

### **Course Structure:**

For pupils to achieve the qualification, regardless of the specialism chosen, they will need to complete four units over the two years, with two of the four units being mandatory and will cover a broad range of ICT skills and experiences in the workplace.

The mandatory units to be completed by all students are:

- Understanding Computer Systems (exam unit).
- Using ICT to Create Business Solutions (controlled assessment).
- Students will then complete 2 of the following coursework units:
  - Creating an Interactive Product Using Multimedia Components.
  - Creating Dynamic Products Using Sound & Vision.
  - Creating Digital Images

These units will develop student's skills and abilities in developing and creating interactive multimedia applications and their understanding of how to create and edit highly effective audio and video resources.

### **Assessment:**

The exam unit is taken in school and assessed externally by OCR, whereas the controlled assessment is set by OCR but centre-assessed and externally moderated by an OCR visiting moderator.

All specialism units are centre-assessed and externally moderated by an OCR visiting moderator. All units are graded Pass, Merit, Distinction and Distinction\*.

### **Jobs and Careers:**

This qualification is designed to enable you to enter employment at operative or trainee level within a wide range of environments that utilise Information Technology. Furthermore this qualification compliments a number of other creative subjects in school.

For example you may start work as a Games Designer, Digital Artist, ICT Technician and Video. You may undertake an apprenticeship, NVQ or other occupational qualification. You may decide to take other Level 2 or higher level ICT qualifications. You may continue taking other GCSE or A Level qualifications.

**Your current ICT teacher will be able to give you advice on the most suitable course or alternatively please arrange to see the Head of ICT—Ms S Quinn**

# BTEC DANCE

## **Course Description:**

This course allows you to explore the dance world, the different styles the dance world has to offer within a variety of performance opportunities. The course is equivalent to one GCSE grade and is structured through a variety of units. The content of the units are chosen in relation to the individual learner's interests and talents. This can be within contemporary dance, working in the dance industry, dance performance, musical theatre, choreography and much more. Each unit is designed to push the creativity of the individual. It allows them to develop their physical and expressive skills as well as their academic abilities through their accompanying written portfolio documents that will support their practical explorations.

## **Course Structure:**

Three units will be covered:

**Unit 4: Dance Skills**—a wide variety of dance skills will be developed through practical and written exploration in two different styles of dance. Group work will be performed in front of a live audience.

**Unit 2: Preparation, Performance and Production**—a choreography unit that has three sections:

- The research stage
- Rehearsals
- Final Live performance

**Unit 1: Individual showcase**—an externally assessed unit where the students will need to prepare 2 solo pieces and a written letter of application to a dance school.

## **Assessment:**

Unit 2 and 4 are internally assessed and will be based on a portfolio of practical and written work. Unit 1 is externally assessed and involves the writing of a letter of application and preparation of a solo performance which is sent to an external examiner who will mark this work.

**For more information, please speak to Mrs Belivanis.**

## **OCR CAMBRIDGE LEVEL ½ NATIONAL CERTIFICATE HEALTH & SOCIAL CARE**

### **Course Description:**

This qualification is aimed at students who are interested in a career in the Health and Social Care sector. It is suitable for all students thinking of working with the general public in a variety of roles including careers in nursing, social work and child care.

### **Course Structure:**

This 2 year course is equivalent to one GCSE and is made of modules preparing students for assessment.

### **Units**

- Essential values of care for use with individuals in care settings.
- Written paper 1 hour
- Communicating in health, social care and early years settings (Coursework).
- Creative activities to support individuals in health, social care and early years settings (Coursework).
- Using basic first aid procedures (Coursework).

### **Jobs and Careers:**

Students could pursue a career in one of the caring professions, start to work and train or undertake NVQ or Apprenticeship opportunities.

Students could continue on to a level 3 course such as BTEC National in Health and Social Care and/or A Levels.

**For more information about the course please speak to Mrs Sandu, Health & Social Care**

# BTEC MUSIC

## **Course Description:**

This course will develop a budding musician into a more developed and well-rounded artist. If you have just started playing an instrument and have a passion for music then this is the course for you. You must be resilient, willing to give things a go and collaborate with others. It will also develop your composition skills combined with using computer software to create and develop your musical ideas.

You will also learn about the music industry today and how it is structured as well as developing the skills needed to develop and manage your own products and ideas in the industry.

## **Course Structure:**

You will study four units over two years:

**The sound and music industry**— learning how the industry is structured, how it operates and the different job roles within it and how they connect. You will sit an exam on this at the end of year 11.

**Introduction to music performance**—you will develop your skills as a musician in this unit, on the instrument of your choice. Taking instrumental lessons is not essential for this unit but would give you a huge advantage. You will learn how to rehearse effectively and reflect on your progress as a musician before giving your final performances

**Sequencing music**— you will learn how to use Cubase (music software) to compose and develop musical ideas.

**Managing a music product**—as part of a team you will create, develop and manage a musical product ready for launch into the industry. Your teamwork skills, planning abilities and the final product itself will all be under scrutiny in this unit.

## **Assessment:**

There is a 1 hour exam at the end of year 11, the other three units are coursework based and marked by your teachers, then moderated by the exam board.

## **Jobs and Careers:**

This course opens up pathways to further study and many careers including:- Music journalist, sessions musician, music promoter, studio engineer, advertising and marketing, events management, venue management and many more.

**For more information about the course please speak to Miss K Squire, Head of Music.**

## **BTEC DRAMA FIRST AWARD PERFORMING ARTS (ACTING)**

### **Course Description:**

This vocational course prepares a budding actor for a future in the theatre or on screen. In the BTEC course, students are able to explore a wide variety of performance styles over three units spread across the two years of study.

Each unit requires a wealth of practical evidence, backed up by written work. Students will learn vocal and physical skills as well as exploring the work of practitioners such as Brecht and Stanislavski. Performances will include both scripted work and devised pieces.

### **The courses aims are as follows:**

- To extend group and self-awareness
- To develop imaginative, creative, cognitive and social skills
- To encourage an interest in theatre arts
- To extend and improve acting ability
- To understand how the industry works

### **Course Structure:**

**Unit 1- Individual Showcase-** this is a piece of individual work presented to an external examiner, accompanied by a letter of application.

**Unit 2- Preparation, Performance and Production-** This unit entails preparing and presenting a piece of drama to an audience, considering all aspects of the production process.

**Unit 3- Acting Skills-** This unit develops skills in the actor, such as facial expression, voice and physicality as well as looking at how to focus onstage, how to create pace and contrast and how to ensure you have a robust intention for your audience.

### **Assessment:**

Assessment is done on an on-going basis via a number of written and practical projects. Learners are awarded with a Pass, Merit or Distinction grade. Units 2 and 3 are internally assessed, while Unit 1 is assessed externally by an visiting examiner.

### **Jobs and Careers:**

This course enables the student to seek a career in the performing arts industry.

In addition, the transferable skills are essential in almost any job.

For example, teamwork, leadership, communication, confidence, flexibility and determination.

**Please speak to Mrs Wiles or Mrs Edwards for information.**

## **BTEC DRAMA FIRST AWARD PERFORMING ARTS (TECHNICAL)**

### **Course Description:**

This vocational course prepares a budding technician for a future in the theatre. In the BTEC course, students are able to explore a wide variety of technical elements over three units spread across the two years of study. Each unit requires a wealth of practical evidence, backed up by written work. Students will learn skills in lighting, sound, costume design, make up, set design and construction.

### **The courses aims are as follows:**

- To extend group and self-awareness
- To develop imaginative, creative, cognitive and social skills
- To encourage an interest in theatre arts
- To extend and improve technical ability
- To understand how the industry works

### **Course Structure:**

**Unit 1- Individual Showcase-** this is a piece of individual work presented to an external examiner, accompanied by a letter of application.

**Unit 2- Preparation, Performance and Production** - This unit entails preparing and presenting a piece of drama to an audience, considering all aspects of the production process.

**Unit 7– Production skills for performance** - This unit develops skills in the technician, such as operating the lighting board, rigging lights, working the sound equipment and applying stage make up, including special effects make up.

### **Assessment:**

Assessment is done on an on-going basis via a number of written and practical projects. Learners are awarded with a Pass, Merit or Distinction grade. Units 2 and 7 are internally assessed, while Unit 1 is assessed externally by a visiting examiner.

### **Jobs and Careers:**

This course enables the student to seek a career in the performing arts industry. In addition, the transferable skills are essential in almost any job. For example, teamwork, leadership, communication, confidence, flexibility and determination.

**NOTE: Due to resources available, places on this course are limited. Please speak to Mrs Wiles personally if you are interested in the course.**

## **BTEC SPORT LEVEL 2**

### **Course Description: Edexcel BTEC first certificate.**

This course is a vocational course which will enable your child to learn about a number of different aspects of sport. The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the sport sector, typical employment opportunities may include working as a coach or as a fitness instructor.

### **Course Structure:**

The BTEC first certificate in sport is the equivalent to 2 GCSE's over 2 years as a single column option. The course is made up of mandatory and specialist units which will be both internally and externally assessed.

### **Assessment:**

There is one externally assessed mandatory unit which is Unit 1 (Fitness for sport and exercise) this unit is set and marked by Edexcel and will be in the form of online exams or set assignments.

Unit 2 (Practical sports performance) is another compulsory unit but is internally assessed. The final 2 units are The Sports Performer in Action and Leading Sports Activities where they will also gain a Sports Leader Qualification.

The internal work will be in the form of coursework. The coursework may be presented in different forms such as: a report/article, fitness plan, PowerPoint presentation, leaflet, teaching episode and many others. All coursework will be assessed by an internal and external moderator, who will award a Pass, Merit, or Distinction.

### **Jobs and Careers:**

#### **After this course you may want to:**

Start a career in the sport or leisure industry. Work and train in another chosen career. (This course is good preparation for work in any area).

**Please speak to Head of PE Mr Rawbone for information.**



## **CITY AND GUILDS TRAVEL AND TOURISM**

### **Course Description:**

Travel and Tourism is a growing industry in the UK, with 9.6% (3.1 million) of UK jobs in the sector, worth £126.9 Billion (9% of GDP) and is forecast to be worth £257 Billion by 2025. It offers a vast range of employment opportunities with many diverse and interesting destinations being developed—Space tourism is round the corner!

The course will give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the travel and tourism sector, and in areas such as working in holiday centres, tour operator companies, travel agencies, tourist information offices, tourist attractions, cruise line companies or conference events organisations.

### **Course Structure:**

The course consists of three units:

#### **Unit 1 - Principles of Customer Service in Hospitality, Leisure, Travel and Tourism**

##### **The aim of this unit is for learners to:**

1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
- 3.. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

**Assessment:** This unit will be assessed by a short-answer question paper.

#### **Unit 2 - Worldwide Travel and Tourism Destinations**

##### **The aim of this unit is for learners to :**

1. Know tourism destinations of the world
2. Understand tourism destinations to inform travellers

**Assessment:** This unit will be assessed by an online multiple choice test.

#### **Unit 3 - Resort Representative**

##### **The aim of this unit is for learners to :**

1. Understand the role of resort represents
2. Understand the duties of a resort representative
3. Be able to carry out airport duties and transfers
4. Be able to prepare and present a welcome meeting
5. Be able to produce information resources for customers
6. Be able to promote and sell excursions and other services

**Assessment:** This unit will be assessed by an assignment covering practical skills and knowledge.

## GCSE OPTION SUBJECTS

Detailed information about particular examinations can be found on the following websites:

[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.edexcel.org.uk](http://www.edexcel.org.uk)  
[www.wjec.co.uk](http://www.wjec.co.uk)



## GCSE ART & DESIGN (FINE ART)

### **Course Description:**

Students will work in one or more areas listed below. They may explore overlapping areas and combinations of areas.

Drawing and painting, sculpture, land art or installation, printmaking and mixed media.

### **The aims of the course are:**

- To be able to express your ideas both realistically and imaginatively.
- To explore topics and themes selected by you independently.
- To learn about new skills and techniques in which ideas can be communicated through fine art work.
- To learn about fine art made today, in history and across different cultures.
- To improve your recording skills and experiment with new ideas and media.

While most basic equipment and materials are provided, students are required to provide pens, pencils, sketchbook and a portfolio. Students may be required to make a contribution to costs in some instances.

### **Course Structure:**

Students will work on a number of projects, which will involve them in thinking about how to communicate ideas and how feelings and meanings are conveyed in images and artefacts. They will look at and write about the work of relevant artists and designers and produce their own work using a range of techniques and processes.

### **Assessment:**

In January of Year 11, a portfolio of coursework units will be submitted for assessment and the resultant grade counts as 50% of the overall GCSE grade. The remaining 50% is based on a final exam project, lasting for a number of weeks and with the final piece(s) being produced under exam conditions (10 hours).

### **Jobs and Careers:**

Any role that requires you to be creative:-

Artist, architect, designer in fashion/textiles, graphics, products, interiors, printmaker, visual merchandising, ceramics, art historian, art therapist, event organiser, gallery curator, advertising, garden design, architecture, set design, prop maker, interior design, medical illustration, animation, photography, floristry, costume design, special effects, web design, creative educator.

The possibilities are endless.

**For more information, please speak to Mr McGoldrick, Head of Art or your Art Teacher.**

## **GCSE ART & DESIGN (GRAPHIC DESIGN)**

### **Course Description:**

Students will work in one or more areas listed below. They may explore overlapping areas and combinations of areas.

- Computer-aided design
- Illustration
- Advertising and/or packaging
- Digital imaging and/or animation

### **The aims of the course are:**

- To develop creative and imaginative ideas through the use of graphic design.
- To develop your ability to communicate in a visual and universal language.
- To learn about graphic design techniques and its global impact today.
- To learn the history of graphic design and how it impacts on modern design.
- To learn the practical skills necessary to produce graphic design work, both traditional and technological i.e. C.A.D

### **Course Structure:**

Students will work on a number of projects, which will involve them in thinking about how to communicate ideas and how feelings and meanings are conveyed in images and artefacts. They will look at and write about the work of relevant artists and designers and produce their own work using a range of techniques and processes. While most basic equipment and materials are provided, students are required to provide pens, pencils, sketchbook and a portfolio. Students may be required to make a contribution to costs in some instances.

### **Assessment:**

In January of Year 11, two or three coursework units will be submitted for assessment and the resultant grade counts as 50% of the overall GCSE grade. The remaining 50% is based on a final exam project, lasting for a number of weeks and with the final piece(s) being produced under exam conditions (10 hours).

### **Jobs and Careers:**

Any role that requires you to be creative. Graphic design and visual communications, illustration, advertising, print industry, computer aided design and manufacturing industry, web design and layout, art directors, animation and graphic animation, multimedia roles, computer game design, graphics and effects – film industry, set designer, design management.

The possibilities are endless.

**For more information, please speak to Mr McGoldrick, Head of Art or your Art Teacher.**

## GCSE ART & DESIGN (PHOTOGRAPHY)

### **Course Description:**

You will work in one or more areas of Photography listed below. You may explore overlapping areas and combinations of areas.

- Portraiture, documentary and/or photo-journalism
- Environmental photography
- Experimental photography
- Working from objects, still life and/or from the natural world.

### **The aims of the course are:**

- To develop creativity, imagination and communication skills.
- To develop investigative, analytical, and critical skills.
- To learn about ways in which ideas can be communicated through photography.
- To learn about the use of photography in various times and cultures.
- To learn the practical skills necessary to produce photographic work.

Dark room and ICT facilities are available at the school. 35mm and digital cameras are provided, though students are encouraged to acquire their own. Other materials are provided, though there may be small extra costs in some instances.

### **Course Structure:**

You will work on a number of projects, which will involve you in thinking about how to communicate ideas, feelings and meanings as conveyed in images and artefacts. You will look at and write about the work of important photographers, and produce your own work in a range of ways including traditional darkroom processes and digital imaging. The final unit of work is an exam project.

### **Assessment:**

In January of Year 11, a portfolio of coursework units will be submitted for assessment and the resultant grade counts as 50% of the overall GCSE grade. The remaining 50% is based on a final exam project, lasting for a number of weeks, with the final piece(s) being produced under exam conditions (10 hours).

### **Jobs and Careers:**

Any role that requires you to be creative. Photographers are needed in many industries, such as:- Art, advertising, fashion, design companies, journalism, sport, visual communications and education. The possibilities are endless.

**For more information, please speak to Mr McGoldrick, Head of Art or your Art Teacher.**

## GCSE ART & DESIGN (TEXTILES/FASHION)

### **Course Description:**

Students work in a number of areas relating to Textiles, such as:

- Fashion and/or costume design.
- Printed and/or dyed materials.
- Constructed and/or applied textiles.
- Domestic textiles.

### **The aims of this course are:**

- To explore the work of contemporary textile artists.
- To experiment, sample and develop your work, using a wide range of materials and textiles techniques.
- To improve your recording skills, through a wide range of techniques and media.
- To develop your creative imaginative and independent thinking skills, as you are asked to express your ideas and personalise your work.
- To create artwork through the use of fabrics, threads and textile techniques.

While most basic equipment and materials are provided, students are required to provide sewing equipment, pens, pencils, sketchbooks and a portfolio. Students may be required to make a contribution to costs in some instances.

### **Course Structure:**

Students work on a number of projects concerned with some or all of the areas above. They will have the chance to use their own creative ideas and to work through a process of experimenting and research leading to a final piece. They will write about their own work and research relevant themes.

### **Assessment:**

A portfolio of coursework projects are submitted for final assessment in January of Year 11, and count for 50% of the overall GCSE grade. The remaining 50% of the GCSE grade is based on the exam project, which is similar to the coursework projects except that the final piece is produced under exam conditions (10 hours).

### **Jobs and Careers:**

Any role that requires you to be creative:-

Fashion designer, fabric designer, pattern cutter, surface pattern designer, printmaker, costume design, artist, furniture designer, interior designer, art historian, set designer, stylist, teacher, curator, event organiser.

The possibilities are endless!

**For more information, please speak to Mr McGoldrick, Head of Art or your Art Teacher.**

# GCSE BUSINESS STUDIES

## **Course Description:**

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- investigate and analyse real business opportunities and issues to construct well argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business

## **Theme 1 contains five topics:**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

## **Theme 3 contains five topics:**

- Topic 2.1 Growing the changes made.
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

## **Assessment:**

- 2 exam papers (50% each of the overall grade) – 1hr 30mins, out of 90 marks
- Consists of multiple choice, short answer and long answer questions based on a business context.
- There will be some basic business maths questions

## **Jobs and Careers:**

Chartered Management Accountant, Banking, Human Resources, Insurance Underwriters, Retail Manager, Marketing Executive and many, many more.

**For more information, please speak to Mr Manchester, Head of Business Studies.**

## GCSE

# FOOD PREPARATION & NUTRITION

### **Course Description:**

The GCSE in Food Preparation and Nutrition equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

### **Course Structure:**

This course has been designed to enable a balance between practical and theoretical knowledge and understanding. It is divided into six areas of content with two tasks for each of the assessments. This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. This content relates to the study of both food and drinks.

By studying food preparation and nutrition students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### **Assessment:**

#### **Component 1: Principles of Food Preparation**

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

#### **Assessment 1: The Food Investigation Assessment**

A scientific food investigation which will assess knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.



## **Assessment 2: The Food Preparation Assessment**

Prepare, cook and present a menu which assesses the knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

## **Principles of Food Preparation and Nutrition**

Written examination: 1 hour 45 minutes

50% of the qualification

100 marks

Students will be given the opportunity to develop technical skills through practical and experimental work. This opportunity will allow students to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

### **Areas of Content**

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

## **Food Preparation and Nutrition in Action**

Non-examination assessment

50% of the qualification

100 marks

The non-examination assessment is composed of two assessments that are set by WJEC.

Students will be able to select from a choice of two tasks for each assessment.

## GCSE ICT COMPUTER SCIENCE

### **Course Description:**

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 which is growing rapidly. The specification provides progression from key stage 3 studies by building on knowledge and skills taught and will provide excellent progression to 'A' level computer science, vocational courses and on to degree level courses in areas of computing, engineering and GCSE Computer Science allows students to develop a range of thinking, communication and problem solving skills, with an engaging mix of class work, controlled assessments and an external exam. Students will apply those skills to a number of given problems and scenarios. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Students need to be working at a high level both in mathematics and English to access this course. Other interested students should discuss this with Mrs Quinn before opting for computer science.

### **Course Structure:**

**The course is made up of 3 components as follows:**

**Non exam assessment.** The non exam assessment (NEA) is worth 20% of the candidates overall grade and assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving during the development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

### **Paper 1: Computation thinking and problem solving**

This is an externally assessed, paper based examination unit. It is worth 40% of the candidates overall grade, and will be 1 hour and 30 minutes in duration. It will include a mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving, computational thinking skills, code tracing and applied computing as well a theoretical knowledge of computer science.

### **Paper 2: Written Assessment**

This is an externally assessed, paper-based examination unit. It is worth 40% of the candidates overall grade, and will be 1 hour 30 minutes in duration. It will include a mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.

### **Jobs and Careers:**

This qualification is designed to enable you to enter employment at operative or trainee level within a wide range of business and creative environments that utilise computing. For example you may start work as an Applications Programmer, Web Developer, Games Programmer Software Designer. You may undertake an apprenticeship, NVQ or other occupational qualification. You may decide to take higher level qualifications.

**Your current ICT teacher, the Head of Computer Science, Ms Quinn will be able to give you advice on the most suitable course.**

## GCSE DANCE

### **Course Description:**

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever your previous experience in the subject.

GCSE dance recognises the role of dance in young people's lives and you will study a range of dance styles. You can choose any style to perform and choreograph in, providing it meets the assessment criteria.

You will also study an anthology of professional works which will develop your ability to critically appraise dances of different styles and cultural influences.

### **Course Structure:**

- Component 1: Performance and choreography—60% of GCSE
- Component 2: Dance appreciation—40% of GCSE

### **Assessment:**

#### **Component 1:**

**Performance**—create a solo dance using 3 set phrases taught by the teacher lasting approximately 1 minute in duration. (15 Marks)

**Duet/trio performance**—three and a half minute long dance taught by your teacher (25 marks) all worth 30%.

**Choreography**—create a solo or group dance lasting between three and three and a half minutes. Stimulus will be given by the exam board. (40 marks) worth 30%

#### **Component 2:**

**Dance appreciation**—written exam lasting 1 hour and 30 minutes based on 3 sections:

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works (80 marks worth 40%)

Past students have used these skills from their dance course to become successful teachers, architects, business managers, marketing and advertising developers, lighting technicians, journalists - a variety of jobs from a variety of different employment areas.

**For more information please speak to Mrs Belivanis**

## GCSE

# DESIGN & TECHNOLOGY PRODUCT DESIGN

### **Course Description:**

Product Design is a new qualification that has been redesigned to be engaging and inspiring, and a subject that reflects the demands of a truly modern and evolving society. This qualification enables you to apply yourself and develop the practical skills needed to succeed in your chosen pathway.

The title “Product Design” allows you to explore all specialisms of the subject which included resistant materials, electronics, textiles and graphical design. You can then focus on either one, two or all specialisms for your final piece encouraging you to respond creatively to your brief without design restrictions.

### **Course Structure:**

#### **2 Year Course – Year 1**

Over the first year you will complete a number of small ‘mini’ projects that will allow you to develop the knowledge and skills to understand working with the different specialisms. This will focus on the theory aspect of the course as well as develop coursework skills and techniques ready for their given brief that is created by the exam board

#### **Year 2**

In the final year you will be given a design brief from the exam board. You will be expected to respond to the brief and will produce approximately 20 to 30 sides of A3 paper for your design, make and evaluate project for your design, along with any models and your final prototype.

### **Assessment:**

50% Exam 50% Coursework

#### **Written examination:**

1 hour and 45 minutes

50% of the qualification

100 marks

#### **Section A: Core**

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended open response questions.

There will be 10 marks of calculation questions in section A.

#### **Section B: Material categories.**

This section is 60 marks and contains a mixture of different question styles, including open response, graphical, calculation and extended open response questions. There will be 5 marks of calculation questions in Section B.

#### **Non – examined assessment:**

50% of the qualification

100 marks

Students will undertake a project based on a contextual challenge, released by the exam board a year before certification. The project will test students’ skills in investigating, designing, making and evaluating

a prototype of a product. Your work will be internally assessed.

The marks are awarded for each part as follows:-

1 – Investigate (16 marks)

2 – Design (42 marks)

3 – Make (36 marks)

4 – Evaluate (6 marks)

### **Future Opportunities**

Product design is a popular subject for further and higher education and through its transferrable skills will enable you to pursue many potential career paths. Product design graduates can go on to careers in teaching, architecture, engineering, interior design, garden design, marketing, advertising, theatre set designers and vehicle design.

**For more information please see Miss C James or Mrs S Elsey**

## GCSE DRAMA

### **Course Description:**

This course is a mixture of an academic understanding of Drama Styles, genres and well known plays, along with practical performance work in both scripted and devised form.

The courses aims are as follows:

- To extend group and self-awareness
- To develop imaginative, creative, cognitive and social skills.
- To develop collaborative and performance skills
- To encourage an interest in theatre arts
- To extend and improve technical ability
- To understand the work of live theatre makers
- To explore and understand famous scripts

### **Course Structure:**

This course is made up of three components.

#### **Component 1—Understanding Drama (written exam –40%)**

In this unit, students will develop their knowledge of drama and theatre, as well as studying a set play and evaluating the work of live theatre makers.

#### **Component 2 - Devising Drama (practical with written coursework—40%)**

In this component, students will create a piece of work of their own devising, accompanied by a log book in which they reflect on their own work. They can contribute to this as a performer or designer.

#### **Component 3 - Texts in Practice (practical—20%)**

In this unit, students must perform two extracts from any play text, although it must contrast with the script chosen for Component 1. They can contribute as performer or designer.

### **Assessment:**

Component 1—40% - externally assessed written exam

Component 2— 40% - internally assessed performance and log book

Component 3—20% - externally assessed performance

### **Jobs and Careers:**

This course enables the student to seek a career in the performing arts industry. In addition, the transferable skills are essential in almost any job- for example: teamwork, leadership, communication, confidence, flexibility and determination.

**For more information please speak to Mrs Wiles or Mrs Edwards.**

## GCSE GERMAN

### **Course Description:**

GCSE German is aimed at those students who are already studying German in year 9 and who share an enthusiasm for the subject. Students will follow the AQA GCSE German course during which they will cover a range of vocabulary and grammar structures that will allow them to communicate in all 4 skills (listening, reading, writing & speaking) on the following topics:

### **Identity and culture**

Me, my family and friends  
Technology in everyday life  
Free time activities  
Customs and Festivals in TL countries

### **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  
Career choices and ambitions

As well as learning the language, students will also become familiar with the culture of German and German speaking countries.

### **Course Structure:**

Students receive 5 lessons a fortnight. The delivery of the lessons is mainly in German and students are encouraged to use German as soon as they enter the classroom. There are a range of resources available to support classwork and independent study. It is also advisable that students have a German dictionary. Homework is set once a week and this will vary between a reading, written and learning task.

### **Assessment:**

Students are assessed in the 4 skills above. There will be an exam in each skill which will take place at the end of year 11. Each exam is worth 25% of a student's final grade. Students can either sit Foundation or Higher exam papers but they must sit all four skills at the same tier. No exam can be retaken. No dictionaries are allowed in any of the exams.

**For more information please contact Mrs Beard**

# GCSE GEOGRAPHY

## **Course Description:**

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

## **The course allows the opportunity to develop:**

- communication skills
- graphical and cartographical skills
- technological skills, including ICT and GIS
- interpersonal skills through debate and discussion
- literacy and numeracy
- problem solving skills

## **Course Structure:**

### **Living with the physical environment**

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

### **Challenges in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

### **Geographical Applications**

Section A: Issue evaluation

Section B: Fieldwork

## **Fieldwork:**

Fieldwork is a vital component of the course. All students will be involved in fieldwork in the local area. This year it involved a visit to Hastings. In addition, every two years the department runs a residential fieldtrip for students which has included such destinations as Iceland, Mount Vesuvius in Italy and Snowdonia.

## **Assessment:**

**Paper 1:** Living with physical environment (88 marks, includes 3 marks for SPGST, 35% of GCSE)

**Paper 2:** Challenges in the human environment (88 marks, includes 3 marks for SPGST, 35% of GCSE)  
(Both exams are 1 hour 30 minutes and are taken at the end of year 11)

**Paper 3:** Geographical applications—issue evaluation, fieldwork and geographical skills

(76 marks, includes 6 marks for SPGST, 30% of GCSE, 1 hour examination that is taken at the end of year 11)

**For more information about the course please see Mrs Jagelman or your geography teacher.**



# GCSE HISTORY

## **Students follow AQA GCSE History.**

The assessment is based on 2 written exams that take place at the end of year 11.

### **Paper 1: Understanding the modern world**

#### **Section A: Period studies.**

1D America, 1920–1973: Opportunity and inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

#### **Section B: Wider world depth studies**

Conflict and tension, 1918–1939

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

### **Paper 2: Shaping the nation**

#### **Section A: Thematic studies**

2C Britain: Migration, empires and the people: c790 to the present day

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

#### **Section B: British depth studies including the historic environment**

##### **Norman England, c1066–c1100**

This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

**For more information, please speak to Mr Neve, Head of History.**

## GCSE MEDIA STUDIES

### **Course Description:**

GCSE Media Studies will teach you the tools you need to analyse and create media texts. What are media texts? They are all the products that you buy, use and interact with every day – Television shows, magazines, films, DVDs and Blu-Ray, newspapers, videogames and much more.

Studying the media is about decoding all the hidden and not-so hidden messages within media texts and understanding the processes involved in creating them. You will explore the complex relationship between media producers and audiences, and investigate how audiences respond in different ways to texts.

You will have the opportunity to develop photography skills, edit and design images using Photoshop and InDesign, and use our computer-suite and recording equipment to create multi-media productions. Media Studies combines analytical skill and technical mastery with creative expression and personal insight. The best thing is, you already have some of the skills you will need to succeed!

### **Course Structure:**

#### **Year 1 (Year 10)**

You begin the course by exploring a range of different media topics and learning the essential media language you will need to analyse media texts. You will study media texts across time and investigate the impact of social, cultural, political and historical contexts, using theories to analyse these.

In your first year you will learn media language, theoretical frameworks and specific theories, in order to be able to apply the texts across time. These skills will be the basis for your exams and create an understanding to be able to attempt the non-exam assessment.

#### **Year 2 (Year 11)**

Your second year will expand on year one, and will prepare students for in-depth analysis of set television texts in the shape of crime drama and sitcom products, using the theoretical frameworks. These will be assessed in component 2.

The non-exam assessment (previously coursework) will also take place during year 2. You will develop practical production skills through software such as Photoshop and InDesign and apply these to making a product in which you should explore your own interests. The examination board will set a brief and stipulate the intended audiences for these products.

In the summer of your second year, you will sit the component 1 and component 2 exams stated below.

### **Assessment:**

#### **Component 1 – Exploring the Media (30%). Written examination.**

Assesses knowledge, understanding and skills by analysing media products. Media Industries will also be assessed in relation to form and audience.

#### **Component 2 – Understanding media Forms and Products (40%). Written examination.**

The exam builds on component 1 with a focus on all theoretical frameworks, through an in-depth study of products set by the exam board.

**Component 3 – Media Production (30%). Non Exam Assessment.**

An individual media production for an intended audience, from a brief set by the exam board. This will need to demonstrate knowledge and understanding of media language and representation

**Jobs and Careers:**

Film directors, fashion photographers, graphic designers, business managers, software producers, copywriters, advertising specialists, television producers, website designers, journalists, teachers and videogame testers are amongst some occupations that media graduates go into. The media industry is enormous and offers thousands of careers paths and opportunities to those interested in it.

**Please speak to Head of Media Mr Manuel, for more information.**

## GCSE MUSIC

### **Course Description:**

This course allows you to develop your skills as a musician and as a composer through performing and experimenting with different techniques and styles of writing music. You will develop your understanding of music across all genres and learn how to analyse it and how to describe what you are hearing in depth. This course develops you as a whole musician across all areas and genres of music. You will perform in concerts and events and have the opportunity to showcase your own music as well. The course will also require you to work independently on creative tasks, as well as making decisions about what direction you want your music to go in. Students considering this course should be taking instrumental lessons so that they are ready for the performing element as this will give them a huge advantage.

### **Course Structure:**

Your study will be divided between the three strands of the course performing, composing and analysing music. You will have opportunities to practice and develop your performing skills in lesson time and be expected to continue this at home. Your composition skills will be developed through exercises in groups, pairs and as an individual and you will learn how to compose for all types of instruments and how to bring your ideas to life.

For the exam you will study some set pieces of music which you will learn how to analyse and describe in depth. These pieces will cover all genres of music from classical to musical theatre. You will learn about the history of music and how music has developed into what we hear in the present day.

### **Assessment:**

Coursework: 60%

Exam: 40%

The coursework involves two performances—one as a soloist and one as a group.

You will also need to compose two pieces of music, one in response to a brief set by the exam board and one of your own free choice.

The exam is a listening exam. You will study a group of pieces and learn how to analyse them, how they have been composed and how the music elements have been used. You will hear extracts of the pieces in the exam and answer questions about what you are hearing. There will also be a section of questions about music you have not previously studied and you will be prepared for this through your study in lessons. The questions will be about how the musical elements have been used.

**For more information please see Miss Squire—Head of Music.**

## **AS LEVEL PHILOSOPHY, ETHICS AND RELIGIOUS STUDIES**

### **Course Description:**

This AS level course enables students to experience A level teaching and assessment at Key Stage 4. The AS is taught over Year 10 and Year 11. The aim of the course is to encourage students to:

- develop their interest in a rigorous study of philosophy and belief and relate it to the wider world.
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies.
- adopt an enquiring, critical and reflective approach to the study of religion, philosophy and ethical thinking
- Reflect on and develop their own values, opinions and attitudes in the light of their study

### **Course Structure:**

#### **Unit 1—Philosophy and religion**

- ancient philosophical influences
- arguments about the existence or non-existence of God
- the nature and impact on religious experience
- the challenge for religious belief of the problem of evil
- the nature of the soul, mind and body
- The possibility of life after death

#### **Unit 2—Religion and ethics**

- normative ethical theories
- the application of ethical theory to two contemporary issues of importance e.g. War, Abortion, Euthanasia
- ethical language and thought

#### **Unit 3—Developments in religious thought**

- religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- sources of religious wisdom and authority
- practices which shape and express religious identity, and how these vary within a tradition

### **Assessment:**

Students will be assessed at the end of Year 11 with 3 X 1 hour examinations (one on each of the units)

**If you would like to find out more information about this course, please speak to the Head of Social Science—Mrs Brooks**

## GCSE RELIGIOUS STUDIES

### Course Description

The GCSE course ensures that students are:

- Developing knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism.
- Able to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Given the opportunity to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Challenged to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

The GCSE Religious Studies specification requires the study of 2 main world religions, Christianity and Islam. Students will study the beliefs, teachings and practices of both religions. They should be able to refer to scripture and other writings where appropriate.

Students will then study the following topics and there will be opportunity for discussion, debating and to learn of the Christian and Islamic viewpoints of the following areas:

**Theme B:** Religion and life

**Theme D:** Religion, peace and conflict

**Theme E:** Religion, crime and punishment

**Theme F:** Religion, human rights and social justice

### Course Structure

#### Year 10

Term 1 – Islamic beliefs and practices

Term 2 – Christian beliefs and practices

Term 3 – Religion and Life and Religion, peace and conflict

#### Year 11

Term 1 – Religion, crime and punishment and religion, human rights and social justice

Term 2 – Islam and Christianity and the thematic topics

Term 3 – Exam preparation and revision

### Assessment

Students will be assessed at the end of Year 11 with 2 x 1 hour 45 minute examination.

**If you would like to find out more information about this course, please speak to Head of Social Science— Mrs Brooks**

## GCSE SOCIOLOGY

### **Course Description:**

Sociology is the study of human behaviour and society. It is a Social Science which aims to research, and explain our social world and the similarities and differences within it.

Sociology at GCSE investigates the different experiences that social groups have in the UK and seeks to rigorously apply theories to explain how society has ended up the way it is. Sociology is an academic subject, and students should be prepared to analyse statistics, evaluate arguments and write extended answers.

### **Course Structure:**

**Students will study each of the following units:**

#### **Unit 1 (50%)**

- Social Research
- Gender, Ethnicity and Social Class
- The Family
- The Education System

#### **Unit 2 (50%)**

- Crime and Deviance
- The Influence of the Media
- Poverty and Inequality
- Social Theory and Society

### **Assessment:**

The course is examined at the end of Year 11 with 2 x 1 hour 30 minute examinations.

### **Jobs and Careers:**

Sociology at GCSE is useful for a range of careers including journalism, teaching, social work, healthcare, law, politics and any job where communication with others is important.

**If you would like to find out more information about this course, please speak to Head of Social Science Mrs Brooks**

# GCSE SPANISH

## **Course Description:**

GCSE Spanish is aimed at those students who are already studying Spanish in year 9 and who share an enthusiasm for the subject. Students will follow the AQA GCSE Spanish course during which they will cover a range of vocabulary and grammar structures that will allow them to communicate in all 4 skills (listening, reading, writing & speaking) on the following topics:

### **Identity and culture**

Me, my family and friends  
Technology in everyday life  
Free time activities  
Customs and Festivals in TL countries

### **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  
Career choices and ambitions

As well as learning the language, students will also become familiar with the Culture of Spain and Spanish speaking countries.

## **Course Structure:**

Students receive 5 lessons a fortnight. The delivery of the lessons is mainly in Spanish and students are encouraged to use Spanish as soon as they enter the classroom.

There are a range of resources available to support classwork and independent study.

It is also advisable that students have a Spanish dictionary.

Homework is set once a week and this will vary between a reading, written and learning task.

## **Assessment:**

Students are assessed in the 4 skills above. There will be an exam in each skill which will take place at the end of year 11. Each exam is worth 25% of a student's final grade. Students can either sit Foundation or Higher exam papers but they must sit all four skills at the same tier. No exam can be retaken. No dictionaries are allowed in any of the exams.

**For more information please contact Mrs Beard**



## GCSE SPORT SCIENCE

### **Course Description:**

With the recent changes to the AQA exam board requirements, the new criteria has been developed after working closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire the candidates to learn new and contemporary topics which will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies. The qualification is linear and all candidates will sit 2 exams at the end of the course.

The topics that the students will learn about and be assessed on are:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

### **Course Structure:**

Candidates will undergo 5 additional lessons of PE over 2 weeks.

In their first year of the course this will comprise of 2 classroom based theory lessons. Student will have regular homework and tests at the end of every semester. In year 11, candidates will have 3 theory lessons, allocated time to complete their controlled assessment, end of semester tests and 2 mock exams. The practical lessons in both year 10 and year 11 will be an opportunity for students to excel in the variety of sports that we teach and candidates must work effectively in all aspects of the practical lesson as the assessment is on-going.

### **Assessment:**

Candidates who opt for GCSE sport science will be assessed in a 40% practical and 60% theory weighting.

All candidates will be assessed as a performer in 3 sports (1 in a team sport, 1 in an individual sport and 1 in either team or individual).

Part of the 40% practical assessment, students will be required to complete an analysis of their own performance. This will be completed through a controlled assessment. The remaining 60% theory will be assessed by 2 exams each being 1 hour and 15 minutes.

**For more information, please speak to the Head of PE, Mr Rawbone**

## GLOSSARY

### **ATTAINMENT TARGET:**

Attainment Targets are the target level your child is currently aiming for example, 6a.

### **CORE:**

The parts of a course that all students must study. Other parts are called Options.

### **COURSEWORK:**

Some of the marks which go towards your final GCSE grade depend on 'Coursework' which is assessed by the teacher and then checked by a moderator. You will be told when you are doing coursework which counts towards the final examination. It is very important that you do your very best on coursework assignments because often coursework decides 20% - 60% of the marks.

### **DEADLINE:**

If you have ever been late with your homework, even if it was not your fault, then you missed a deadline. GCSE deadlines are very important. The rules cannot be bent. Get organised and meet your deadlines.

### **EXAMINING GROUP:**

This is the national group which organises and marks the exams. There are several organisations which arrange exams. Each subject will use one of these exam groups; EDEXCEL, AQA, OCR, WJEC or City and Guilds.

### **OPTIONS:**

These are the subjects which you can choose to do. They are arranged in columns on the Options Grid and you can only choose one subject from each column. (This is because all the subjects in one column happen at the same time).

Options also apply to parts of courses where it is possible to choose elements.

### **TIERS:**

Exam papers are sometime 'tiered' according to how hard they are.

Each student will be given the encouragement and the opportunity to demonstrate their ability before the most appropriate tier of entry is decided upon.

## FINAL NOTES FOR PARENTS

### **COURSES/FURTHER INFORMATION**

Students currently in Year 9 will take their examinations in the summer of 2019. The information in this booklet is based on such advanced information as is available at the time of writing. However, some of the courses are new and not all the details are yet available. We have tried to provide enough information to help you make decisions but it is possible that some details given will change.

Parents may be aware that the GCSE grades are changing in 2017 from A\*-G to numerical grading's' of 1-9 with grade 8/9 ranking as the highest.

### **INDEPENDENT STUDY**

Independent study is an integral part of most courses. Some subjects still set independent study on a regular weekly pattern to prepare for or to consolidate the work in lesson time. Increasingly however, GCSE OCR Nationals and Diplomas require projects to be completed over several weeks usually to a deadline. These may be part of the required assessment. Sometimes students are required to plan their own independent study. Whichever model is followed, the work should be recorded in the student's planner, which parents should continue to inspect and sign weekly.

It is normal for students to have two independent study assignments on most evenings. Parents who feel that their son or daughter is significantly over or under-burdened are encouraged to contact the advisor at an early stage.

### **COURSEWORK DEADLINES**

Most courses include an element of coursework. There will be coursework deadlines and mid-course modular examinations. It is important that candidates understand that failure to meet these deadlines can seriously reduce the grade. Parents will be notified of the main assessment deadlines, as far as they are known, in the third Semester.

### **COSTS**

In most cases there are no significant additional costs to be borne by parents because textbooks and other materials are supplied. Limited costs, such as occasional school trips will fall to parents. Courses which carry a regular cost burden for parents indicate this in the course description. If students wish to annotate their textbooks (as is often the case in English Literature), they will be asked to pay for the books themselves.

### **PARENTAL SUPPORT**

Many examination courses involve large amounts of continuous assessment, which can require work to be produced to a deadline. Those who develop a regular working habit are rewarded, but students who fall behind can find themselves ungraded at the end of the course. In these cases, parental support can be invaluable in helping a student plan their workload at home, and develop regular working patterns.

If you have any questions about this booklet or the options process, please do not hesitate to contact us at the school.