

Seaford Head School

Key Stage Four

GCSE Curriculum

Pathway 2023



Achieving Excellence Together



Welcome to the Next Phase of Your Education



This is a really exciting time for you as you make important decisions that will start to shape the future direction of your studies and future employment. The information provided in this booklet will give you some guidelines to help you make informed decisions about the right courses for you to follow over the next two/three years.

It will introduce subjects which may be new to you and provide you with interesting information about familiar ones. There are some exciting differences when you are studying at GCSE level, so do not automatically dismiss a subject because you find it difficult or don't like it



The more information you have, the better the position you will be in to know what is just right for you. It is important that you consider a number of things when making your choice about future courses. You may have some idea of what you want to do in the future or you may be unsure.

You need to seriously take into account courses that will give the best chances to access further learning and give you a broad range of skills. When making your choice, please contemplate the following:

- **What are your strengths?**
- **Any future plans that you may have, including potential study at post 16 and post 18**
- **What interests you may have**
- **What each of the courses involve and what careers they may lead to**

Please do not choose a course just because your friends are doing it or because you like the teacher. Your choice needs to be personal to you and equip you for the next phase of your education. It is important that you discuss your plans and concerns with family, friends and teachers. If you need any further support your parent/carer can email your Director of Learning or Mrs Mathew.





Our Curriculum

At Seaford Head School, we are committed to providing an ambitious curriculum with breadth that allows all students to achieve and prepares them for life beyond school. The rationale behind our three year Key Stage 4 is to create a less stressful and more personalised route of study for students, ensuring that a broad and ambitious offer of three subjects can be followed. The core curricula of English, Mathematics, Science, a Language, Ethics, PSHE and physical education are suited to the ability of the student. The Key Stage 4 Curriculum is designed to include core subjects studied by everyone and curriculum pathway choices made by individual students. They will be expected to complete these choices by taking an examination, either at the end of Year 10 or Year 11.

The core curriculum includes the following subjects: English, English Literature, Ethics, Mathematics, Science, a Language, Physical Education and PSHE, as well as careers education.

Curriculum pathway choices should be driven by two key principles:

You should choose subjects in which you are interested and are good at, bearing in mind that these are the subjects you will work hardest at and be most successful in. Option choices can be made with confidence, since they are highly unlikely to limit or affect future career paths.

You should benefit from a balanced curriculum which ensures a broad, general education and width of experience from which to specialise in the future.

GCSE Grading Structure

As you may be aware, you will no longer receive a traditional, lettered grade in your GCSEs. You will receive a number grade on a 9-1 scale where 9 is the highest and 1 the lowest grade available.



What is the E-Bacc and Do I Have To Do It?

The English Baccalaureate is an unofficial qualification which shows whether a student has English, Mathematics, Science, a Language and either History or Geography. The subjects referred to as the 'English Baccalaureate' or 'E-Bacc' subjects are as follows in our option offer: French, Geography, History and Spanish.

The Government expects seventy-five per cent of children to undertake this qualification by 2022 and ninety per cent by 2025. Therefore, most students are expected to undertake a language and a humanity at Seaford Head School so that no student is disadvantaged in the future by the option choices they take at school. This will be the language that they have studied at Key Stage 3. Please can your parent/carer contact the school if you can take a GCSE in a language without extra tuition. We are aware that the 'E-Bacc' subjects will not be suitable for every student at Seaford Head School and a few students will receive further guidance from the Inclusion Department.

When Will I Finish My GCSE Option Courses?

One of your curriculum pathway choices will run for two years, with final examinations at the end of Year 10 and your other choices for three years with final examinations at the end of Year 11. Courses which run over either two or three years have the same content and value and will be allocated the same curriculum time. Core Ethics GCSE will also be completed at the end of Year 10. This means you will have two qualifications by the end of Year 10.

Repeated studies show that experiences of academic success and an understanding of the examination process builds confidence and enhances self-esteem and mental health. This underpins our belief in completing two option GCSEs at the end of Year 10.

Course Availability and Reserve Choices

You will need to choose a good reserve subject, as subjects will only be timetabled if sufficient numbers of students opt for them to create viable set sizes. If classes become full, the school reserves the right to offer reserve choices to students. [Option forms will be processed upon receipt.](#)

It is crucial to choose subjects in which you are interested, so you will be motivated to work hard. Once chosen, you are expected to complete the course at the end of Year 11.

To choose a good reserve subject is important, because subjects will only be timetabled if sufficient students opt for them to create viable set sizes. If classes become full, the school has the right to offer reserve choices.

Important Dates

23 January: During this week, students will receive an assembly regarding curriculum pathways at Key Stage 4. Option information will be on line.

26 January: Curriculum Pathway Evening: Headteacher presentation and subject stands.

2 February: Year 8 Parents' Evening, via video, through the Edulink app. It is imperative that parents/carers make appointments if their child is thinking about opting for a particular subject or if they need clarification about the Key Stage 4 course from the subject teacher.

21 February – 24th: The Curriculum Pathway form needs to be submitted online. Options will be filled on a first come first served basis

12 May : Parents/carers will receive a letter confirming their child's final Curriculum Pathway

Further information on careers, including a wide range of websites, can be found on the school's website.



Compulsory Subjects



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Biology GCSE : Triple Science

Taken alongside GCSE Physics and Chemistry



Grade Available: 9-1	Exam Board: OCR	Specification Number: J257
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COURSE DETAILS
This course provides the opportunity to further develop understanding of scientific explanations, in detail, how science works and aspects of biology relevant to careers in Science. GCSE Biology provides distinctive and relevant experience for those who wish to progress to level 3 qualifications.

ASSESSMENT	
Controlled Assessment	N/A
Practical Examination	Investigation skills assessed in final examinations.
Examinations	Linear course with examinations at the end of Year 11. You will sit two examinations, each lasting 1 hour 45 minutes. There is a strong emphasis on numeracy and practical skills in the final examination assessment.
Continual Assessment	You will be assessed internally by end of unit tests, on a regular basis throughout the year. However, these assessments do not form part of your final GCSE grades.

APTITUDES NEEDED
Interpreting, analysing and evaluating scientific data; developing science explanations; developing arguments and drawing conclusions related to familiar and unfamiliar situations; planning scientific tasks; problem solving; evaluating methods used when collecting data; analysing and interpreting qualitative and quantitative data for different sources; considering the reliability and validity of data in presenting and justifying conclusions. You also need to use and develop your personal learning and thinking skills, such as taking responsibility when working in a group and using organisational and communication skills.

PROGRESSION: WHAT MIGHT HAPPEN AFTER KEY STAGE 4?
Possible level 3 courses include; A-level Biology, Environmental Science, Human Biology, Nursing and Engineering level 3 courses and all other science-related courses.

STUDENT QUOTE
“GCSE Triple Science is what you need if you want to go on to competitive courses at university. For example, any science-related degree courses, including medicine and veterinary science. It is very difficult and challenging in places and a lot of hard work, but I really enjoyed it!”

Chemistry GCSE : Triple Science

Taken alongside GCSE Biology and Physics



Grade Available: 9-1	Exam Board: OCR	Specification Number: J258
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COURSE DETAILS

This course provides the opportunity to further develop understanding of scientific explanations, in detail, how science works and aspects of chemistry relevant to careers in science. GCSE Chemistry provides distinctive and relevant experience for those who wish to progress to level 3 qualifications.

ASSESSMENT

Controlled Assessment	N/A
Practical Examination	Investigation skills assessed in final examinations.
Examinations	GCSE Science will be taken in June at the end of Year 11. You will sit two examinations, each lasting 1 hour 45 mins. There is a strong emphasis on numeracy and practical skills in the final examination assessment.
Continual Assessment	You are assessed internally by end of unit tests, on a regular basis throughout the year. However, these assessments do not form part of your final GCSE grades.

APTITUDES NEEDED

Interpreting, analysing and evaluating scientific data; developing science explanations; developing arguments and drawing conclusions related to familiar and unfamiliar situations; planning scientific tasks; problem solving; evaluating methods used when collecting data; analysing and interpreting qualitative and quantitative data for different sources; considering the reliability and validity of data in presenting and justifying conclusions.

You also need to use and develop your personal learning and thinking skills, such as taking responsibility when working in a group and using organisational and communication skills.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Possible level 3 courses include: A-level Chemistry, Environmental Science, Nursing and Engineering level 3 courses and all other science related courses.

STUDENT QUOTE

"GCSE Triple Chemistry is not for the faint hearted! It is what you need if you want to go on to competitive courses at university. For example, any science related degree courses, including medicine and veterinary science. It is very difficult and challenging in places and a lot of hard work, but it was worth it in the end!"

Combined Science (Two GCSEs)



Grade Available: 2 GCSE 9/9-1/1 | **Exam Board:** OCR | **Specification Number:** J260

COURSE DETAILS

There is a strong emphasis on scientific literacy and numeracy. This course is based on providing the knowledge and understanding that you need, in order to recognise the impact of science and technology on everyday life. Whilst learning scientific content, students practise and develop scientific and transferable skills. These include having an understanding of how scientific evidence is collected, how scientific knowledge and ideas change over time and how these changes are validated. You are taught to understand how decisions about science and technology are made in different situations, including contemporary situations and those raising ethical issues, evaluating the impact of scientific developments on individuals, communities or the environment.

ASSESSMENT

Controlled Assessment	N/A
Practical Examination	Investigation skills assessed in final examinations.
Examinations	GCSE Science will be taken in May and June at the end of Year 11. Students will sit four examinations each lasting 1 hour 45 mins. Examinations have large numeracy content.
Continual Assessment	You are assessed internally by end of unit tests on a regular basis throughout the year. However, these assessments do not form part of the students' final GCSE grades.

APTITUDES NEEDED

Interpreting, analysing and evaluating scientific data; developing science explanations; developing arguments and drawing conclusions related to familiar and unfamiliar situations; planning scientific tasks; problem solving; evaluating methods used when collecting data; analysing and interpreting qualitative and quantitative data for different sources; considering the reliability and validity of data in presenting and justifying conclusions.

You need to use and develop their personal learning and thinking skills, such as taking responsibility when working in a group and using organisational and communication skills.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Possible level 3 courses include: A-Level Biology, Chemistry, Physics, Environmental Science, Human Biology, Nursing and Engineering level 3 courses and all other science related courses.

STUDENT QUOTE

"It is interesting to study areas of science which are relevant to everyday life and on the news. For example, cloning, gene technology, epidemiology and radioactivity."

Core PE

No Examination



COURSE DETAILS

PE Core Provision:

You will undertake a chosen Pathway in Years 9 and 10 which will further develop your experiences of Physical Activity and Sport at Key Stage 4, continuing to promote opportunities for a healthy, active lifestyle.

Leadership Pathway

This provision will enable you to develop your **leadership** skills, knowledge of **rules, regulations and scoring systems in a variety of sports** and an understanding of **well-being** and **healthy active lifestyles**. You will get opportunities to lead others, enhancing teamwork, communication and self- confidence.

You will gain the opportunity to join the school leadership academy. Those who wish to will have the opportunity to lead students within our primary school partnership, as well as coaching peers in the school environment.

Teams Pathway

You will take part in a variety of team sports, increasing your knowledge and understanding of tactics and strategies to overcome opponents. You will develop knowledge of **rules, regulations and scoring systems in a variety of sports** and an understanding of **well-being** and **healthy active lifestyles**.

Lifestyle Pathway

You will take part in a variety of sports, including alternative and innovative activities, such as Street-surfing, Climbing, Kinball and Ultimate Frisbee. Boxing, Swimming, Badminton, Table Tennis and fitness classes are also included. You will develop knowledge of **rules, regulations and scoring systems in a variety of sports** and an understanding of **well-being** and **healthy active lifestyles**.

Creative Pathway

You will take part in aesthetic activities such as Dance, Gymnastics, Trampolining, Synchronised swimming, Yoga and fitness. You will develop knowledge of **rules, regulations and scoring systems in a variety of sports** and an understanding of **well-being** and **healthy active lifestyles**.

All pathways will explore the importance of well-being and healthy active living. You will get an insight into the benefits of healthy minds and healthy bodies.



Level Available: 9-1	Exam Board: WJEC	Specification Number: C700QS
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COURSE DETAILS

English is a very important subject. This is why it is compulsory for all students. Some of the key skills you will be taught in English are: to use your imagination to communicate in interesting ways; to participate in discussions, presenting your views and listening to others; how to read different types of text with insight and to appreciate why writers have chosen to use language and to structure their words with variety and creativity; to follow an argument and to appreciate the techniques used to advise and persuade; to spell correctly and write in accurate sentences, using paragraphs.

ASSESSMENT

COMPONENT 1 Twentieth Century Literature Reading and Creative Prose Writing Written Examination: 1 hour 45 minutes <i>[40% of qualification]</i>	Section A [20%] – Reading Understanding of one prose extract <i>[about 60 to 100 lines]</i> of literature from the twentieth century assessed through a range of structured questions. Section B [20%] – Prose Writing One creative writing task selected from a choice of four titles.
COMPONENT 2 Nineteenth and Twenty-first Century Non-Fiction Reading and Transactional/ Persuasive Writing Written Examination: 2 hours <i>[60% of qualification]</i>	Section A [30%] - Reading Understanding of two extracts <i>[about 900 to 1200 words]</i> of high quality, non-fiction writing; one from the nineteenth century, the other from the twenty-first century, assessed through a range of structured questions. Section B [30%] – Writing Two compulsory transactional/ persuasive writing tasks.
COMPONENT 3: Spoken Language Non-examination Assessment Unweighted	One presentation/speech, including responses to questions and feedback. Achievement in spoken language will be reported as part of the qualification but it will not form part of the final mark and grade.
Continual Assessment	N/A

APTITUDES NEEDED

- Interest in words, their meanings and links to one another
- Interest in expressing views and exploring ideas in speech and writing
- Interest in reading for pleasure and different meanings
- Imagination

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Many employers will look for a good grade in English because the ability to communicate effectively, whether writing or speaking, is a key skill in today's job market.

A good grade in English is also essential if you want to go on to the Sixth Form and study AS and A-Levels, whatever subjects you choose.

This subject is a good preparation for AS and A2 courses that require written analysis and discussion, such as: English Language, English Literature, History, Geography, Psychology, Law, Sociology and Media Studies.

STUDENT QUOTE:

English is a great subject for many reasons. I enjoy it because it lets you use your imagination and always has different tasks. You could be doing creative writing or reading and analysing poems and the tasks are fun, engaging and always interesting. Whenever I know that I have an English lesson, I always look forward to it. We all love English and the teachers are great!



Grade Available: 9-1	Exam Board: WJEC	Specification Number: C720QS
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COURSE DETAILS

English Literature is the study and enjoyment of novels, poems and plays. During this course, you will learn how writers use ideas, themes and settings in texts, aiming to affect their thoughts and emotions. You will be encouraged to be sensitive to, and thoughtful about, writers' uses of language. In addition, you will consider why writers present their ideas in certain ways and what may have influenced them in their writing.

ASSESSMENT

<p>Examinations: 100% of GCSE</p> <p>Linear qualification only available in the summer series each year</p> <p>Learners are not permitted texts in the examination.</p>	<p>Component 1: Shakespeare and Poetry Written Examination: 2 hours [40% of qualification]</p> <p>Section A [20%]: eg Romeo and Juliet; or Macbeth; or Merchant of Venice. One extract question and one essay question, based on the reading of a Shakespeare text, from the prescribed list chosen by the teacher.</p> <p>Section B [20%]: Two questions, based on the WJEC anthology, one of which includes a comparison. Explore, respond to and compare two contemporary poems.</p> <p>Component 2: Post 1914 Prose/Drama, Nineteenth Century Prose and unseen poetry. Written Examination: 2 hours 30 minutes [60% of the qualification]</p> <p>Section A [20%]: Post-1914 Prose/Drama; eg Lord of the Flies; or Never let me Go; or An Inspector Calls. One source-based question on a text from the prescribed list chosen by the teacher.</p> <p>Section B [20%]: 19th Century Prose; eg A Christmas Carol; or Pride and Prejudice; or Jane Eyre. One source-based question on a text from the prescribed list chosen by the teacher.</p> <p>Section C [20%]: Unseen poetry from the Twentieth/Twenty-first Century Two questions on unseen poems, one of which involves a comparison.</p>
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APTITUDES NEEDED

- Interest in words, their meanings and links to one another
- Interest in expressing views and exploring ideas in speech and writing
- Interest in reading for pleasure and different meanings
- Imagination

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

This subject is a good preparation for AS and A2 courses that require written analysis and discussion, like: English Language, English Literature, History, Geography, Psychology, Law, Sociology and Media Studies.

STUDENT QUOTE

"English is a great subject for many reasons. I enjoy it because it lets you use your imagination and always has different tasks. You could be doing creative writing or reading and analysing poems and the tasks are fun, engaging and always interesting. Whenever I know that I have an English lesson, I always look forward to it. We all love English and the teachers are great!"

Ethics GCSE



Grade Available: 9-1	Exam Board: WJEC EDUQAS	Specification Number: Route A Spec C120P1-5
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COURSE DETAILS

The Study of Religions: The beliefs, teachings and practices of two world religions: Christianity and Hinduism

Thematic Studies: Religious, Philosophical and Ethical Studies: A study of issues in the modern world - issues of life and death; issues of good and evil; issues of human rights and issues of relationships

ASSESSMENT

Controlled Assessment	No controlled assessment.
Practical Examination	No practical examination.
Examinations	Two examination papers on the study of religions [1 hour each] One examination paper on religious, philosophical and ethical studies [2 hours].
Continual Assessment	No coursework.

APTITUDES NEEDED

You will need an ability to ask questions and express a point of view; an ability to listen to others in class discussion whilst forming your own opinion; an interest in people and in different beliefs and values and an ability to write clearly.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The subject prepares you for life and the many issues people face. It prepares you for jobs where you will work with a diversity of people. The study of ethics and religion shows that you have awareness of current issues and of different religions and cultures.

It can prepare you for Key Stage 5 work in Humanities, English, Sociology, Law, Philosophy, Psychology and, of course, Religious Studies.

Religious Studies is a respected academic qualification for those seeking to do a degree course at university.

STUDENT QUOTES

"It's one of the only lessons where you get to express your views and opinions. It's actually rather enjoyable."

"You look at many interesting issues and viewpoints and you're given the chance to share and develop your own opinions."

"The lessons aren't just about religion."

"It is an incredibly useful subject to discover."

"Religious Studies helps you to sort out your own problems."

"Religious Studies is good as your viewpoint is as valid as other people's."

"You debate different issues and whether you think something is right. It can actually be fun!"

Mathematics GCSE



Grade Available: 9-1	Level Available: Foundation and Higher	Exam Board: Edexcel	Specification Number: 1MA1
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COURSE DETAILS

The course covers numbers, algebra, ratio and proportion, geometry and measures, probability and statistics. You need to be able to use and apply standard mathematical techniques. You need to be able to reason, interpret and communicate mathematically and solve problems within mathematics and other contexts, both with and without a calculator.

If you are unable to access the level of work required by the GCSE syllabus you will be entered for an Entry Level Qualification in Mathematics or a Functional Mathematics Qualification.

ASSESSMENT

Controlled Assessment	There are no controlled assessments for Mathematics.
Practical Examination	There are no practical examinations for Mathematics.
Examinations	Three written examinations at the end of the course. One paper is without a calculator and the other two are with a calculator. All papers cover all areas of the syllabus.
Continual Assessment	Teacher assessment takes place throughout the course in terms of homework, topic tests and problem solving tasks.

APTITUDES NEEDED

Basic numeracy skills. The ability to solve problems from real life and from unfamiliar situations.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

A Level Mathematics and possibly A Level Further Mathematics

Mathematics is also useful in many other subjects including the Sciences, Psychology, Business Studies and Computer Science.

Core Maths (Level 3 Certificate in Mathematical Studies)

A course that develops higher level statistics, graph and algebra skills through problem solving in real-life contexts.

STUDENT QUOTE

“Mathematics is an excellent subject because it helps to improve the way you think, not only with mathematical problems but also with everyday logical problems. The subject broadens your mind and can be incredibly satisfying when you realise you are working something out correctly.”

Physics GCSE : Triple Science

Taken alongside GCSE Biology and Chemistry



<i>Grade Available:</i> 9-1	<i>Exam Board:</i> OCR	<i>Specification Number:</i> J259
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COURSE DETAILS

This course provides the opportunity to further develop understanding of scientific explanations, in detail, how science works and aspects of physics relevant to careers in Science. GCSE Physics provides distinctive and relevant experience for learners who wish to progress to level 3 qualifications.

ASSESSMENT

Controlled Assessment	N/A
Practical Examination	Investigation skills assessed in final examinations.
Examinations	GCSE Physics will be taken in June at the end of Year 11. You will sit two examinations that are each 1 hour 45 mins. There is a strong emphasis on numeracy and practical skills in the final examination assessment.
Continual Assessment	You are assessed internally by end of unit tests on a regular basis throughout the year. However, these assessments do not form part of your final GCSE grades.

APTITUDES NEEDED

Interpreting, analysing and evaluating scientific data; developing science explanations; developing arguments and drawing conclusions related to familiar and unfamiliar situations; planning scientific tasks; problem solving; evaluating methods used when collecting data; analysing and interpreting qualitative and quantitative data for different sources; considering the reliability and validity of data in presenting and justifying conclusions.

You need to use and develop your personal learning and thinking skills, such as taking responsibility when working in a group and using organisational and communication skills.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Possible level 3 courses include; A-Level Physics, Environmental Science, Engineering level 3 courses and all other science related courses.

STUDENT QUOTE

“GCSE Triple Physics was really hard. However, I want to study science at university so it was important I did Triple Science. We studied some really interesting and mind-blowing topics!”

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The provision of Physical Education at Key Stage 4 is to create life-long habits and positive attitudes towards sport and exercise. Post Key Stage 4 you will be equipped to lead a healthy, active lifestyle which will lead you to continue to participate and enjoy a wide variety of sports in your adult life.

Those of you who are considering studying Physical Education through further and higher education should consider taking GCSE PE or Cambridge National Sports Studies as part of the option process, as these qualifications provide an ideal platform to support your progression on to both A-Level PE and BTEC National Programmes of Study.

PSHE and Citizenship

No Exam



COURSE DETAILS

This subject is delivered as a five-year spiralling programme that develops and extends knowledge throughout the time spent at Seaford Head School. It is taught through specific lessons during Years 7-11 where all students undertake specific modules, based on the PSHE association government approved curriculum. These lessons include emotional wellbeing, resilience, equality, safety, substances, health and relationships and sex education. Additional learning is delivered during class time to all year groups and through assemblies.

Throughout the year we invite specialist organisations to deliver workshops for students, when available, which enhance the PSHE programme.

The PSHE curriculum incorporates a wide range of topics, including emotional well-being, relationships, substance misuse, self-esteem and awareness, decision making, financial planning, personal safety, sexual health, bullying and healthy living.

Students cover many of the relevant Careers Education, Information, Advice and Guidance topics, where appropriate, through their tutor times and with specific CEIAG sessions.

PSHE features in certain other curricular areas, such as Science, Geography, Business and Enterprise and Ethics.

Citizenship: This national curriculum subject is taught specifically alongside the PSHE programme, within the curriculum area of Ethics and class time. It is evident within all subject areas and incorporates:

- Social and Moral Responsibility
- Community Involvement
- Political Literacy
- British Values

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

PSHE: This subject helps to prepare young people for the complex process of growing up in the modern world. It raises awareness of potentially sensitive and dangerous issues and offers an insight into some of the difficult decisions young people may have to make. At Seaford Head School we believe it is an essential part of the personal development of young people and, as such, is vital in preparing them for the future.

Citizenship: Through studying Citizenship, students are prepared for their rights and responsibilities as positive and active members of local, national and international communities.

STUDENT QUOTE

"In PSHE I enjoy debating about various issues and learning about new topics that are really interesting."



Option Subjects



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Grade Available: 9-1	Exam Board: Edexcel	Specification Number: 1AD0
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COURSE DETAILS

During the course, you will build on skills learned at Key Stage 3 and be expected to work with greater confidence and ambition. The course aims to give you the opportunity to develop a broad range of skills as follows:

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

For Unit 1, the course consists of six main projects: **'Expression', 'Under the Microscope', 'Mexican Clay Skulls', 'Man-Made' and a 'Mock Examination'**. For each project, you will need to complete preparatory and independent tasks which account for 75% of your total grade. Final outcomes will be completed as a controlled test and account for 25% of your grade; you will have approximately 45 hours of timed tests over the course.

ASSESSMENT

Controlled Assessment	Approximately 45 hours of lessons will be devoted to controlled tests, in which time you will complete a final outcome for each project.
Practical Examination	Ten hour timed test Unit 2 Externally set assignment <i>[similar to controlled assessment]</i>
Examinations	Unit 2 Externally Set Assignment <i>[Terms 3 to 4 of Year 11]</i> Twelve week independent project to prepare for a ten hour timed test <i>[40% of final grade]</i> Mark allocation = 75% prep work and 25% timed final piece.
Continual Assessment	Unit 1 - Personal Portfolio <i>[Years 9,10 and 11] [60% of final grade]</i>

APTITUDES NEEDED

Most important is a healthy interest in art and competent drawing skills. As the majority of the course is coursework based, you will need to be good at self-management by ensuring that independent tasks are completed to deadline *and* to the best of your ability. A willingness to go beyond the expected standard and take on the challenge of extension tasks will be instrumental in ensuring a good grade – particularly at the end of the course, when you will be completing your examination preparation. You will be expected to speak and write about your own work and that of other artists, so literacy *[writing about art]* is an integral part of the course.

If you are choosing the two year course, you will need to have a proven ability and a healthy appetite for independent work.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Many students continue on to AS Art and Photography. Alternatively, you could go directly on to an art foundation course and then on to a specialist art degree.

STUDENT QUOTES

"The teachers are good and we learn a lot in Art"

"I love Art! It's really enjoyable and you can really express yourself. I'm so glad I took this subject."



<i>Grade Available:</i> 9-1	<i>Exam Board:</i> Edexcel	<i>Specification Number:</i> 1BS0
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COURSE DETAILS

<p>Why Study Business?</p> <p>This will be a brand new subject to you, which means lots of interesting new topics! You will gain an understanding of how businesses operate and how important business is to the way in which we live, as well as the economy. You will learn skills that give you a deeper understanding of what goes on around us and be expected to keep up-to-date with the news.</p> <p>What Will You Learn?</p> <p>There will be a wealth of new vocabulary and different ways of learning. You will have an introduction to the world of small and large businesses, looking at what makes someone a successful business person. You will find out how to develop an idea and spot an opportunity, then turn that into a successful business, as well as being taught to understand how to make a business effective and how to manage money. You will see how the world around us affects small businesses and all the people involved. More topics include how businesses manage their finances and the people who work for them. You will learn about how small businesses are developed and then grow and discover how businesses promote themselves and keep their customers satisfied.</p>

ASSESSMENT

Examinations	<p>There are two examinations, both of which are taken in Year 11.</p> <p>Theme 1: Investigating Small Businesses – worth 50% - a mixture of data response, short answer and extended essays. 1hr 45min</p> <p>Theme 2: Building a Business – worth 50% - a mixture of data response, short answer and extended essays. 1hr 45min</p>
Controlled Assessment	No controlled assessment

APTITUDES NEEDED

<p>You must have an interest in business and maybe wish to start your own business one day. You will need an enquiring mind and should be interested in learning about the world around you, how businesses are set up and what it is that makes somebody a great entrepreneur. You will be expected to keep up with current affairs and take an interest in business news.</p> <p>Communication skills are important, together with very good English and the ability to be able to analyse and evaluate business situations. You will need to have excellent mathematical and numeracy skills [<i>as there are a lot of numeracy based questions</i>] and be able to learn, through research, which you can then apply to situations and case studies.</p>

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

<p>Continue on to study further with an A-level in Business or a more vocational Level 3 BTEC Business Course.</p> <p>Possibly go on to study a degree in business, finance or marketing at university or work in accountancy, law, marketing, retail or the leisure industry among many others.</p>
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Level Available: Levels 1 and 2	Equivalent Level 2 Equivalent to 1 GCSE	Exam Board: OCR	Qualification: Certificate	Specification Number: J829
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COURSE DETAILS

This course provides an engaging and relevant introduction to the world of sport. The Cambridge National Certificate in Sports Studies enables students to develop and apply knowledge of sports-related activities. They explore contemporary issues in sport, different ways of being involved in the sports industry and the impact of sport on wider society.

This course offers you the chance to develop skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure and formulating written findings from practical investigation, all of which are transferable skills utilised in employment settings.

The qualification is 120 GLH, which is equivalent to the GCSE PE qualification. It is for students who want to find out more about the sports industry. This is broken down into three units which are delivered over two years. In Year 9, you will study performance and leadership in sports activities and contemporary issues in sport. In Year 10, you will study Increasing awareness of Outdoor and Adventurous Activities.

Mandatory Units covered

R184: Contemporary issues in sport -1 hour 15 minutes written paper, OCR set and marked, 70 marks [80 UMS]

By completing this unit, you will explore a range of topical and contemporary issues in sport relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports attempts to positively impact upon society and showcase your worth, beyond providing entertainment.

R185: Performance and Leadership in Sports Activities - Centre-assessed tasks, OCR- moderated, 80 marks [80 UMS]

By completing this unit, you will develop your skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as your understanding of the rules to allow you to act in a number of officiating roles within an activity. You will consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers you the opportunity to refine and showcase skills developed as part of that Programme of Study.

Optional units covered:

R187: Increasing Awareness of Outdoor and Adventurous Activities - Centre-assessed tasks, OCR-moderated, 40 marks [40 UMS]

By completing this unit, you will know how to find out about the range of outdoor activities that are available in your local area and nationally in the UK and be able to identify organisations that provide access to these activities. You will be able to appreciate the reasons why people become involved in these activities and their benefits, and enjoy them safely by finding out about clothing, equipment, facilities and technology you might need and, finally, the risks they face when participating. You will consider how to plan an outdoor activity and be able to participate in one. You will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables and you will develop your communication, decision-making and leadership skills in challenging scenarios and environments.

ASSESSMENT

Controlled Assessment	<p>You will carry out tasks/assignments throughout the course. These will be marked by teachers, so you will receive feedback regarding how you are getting on.</p> <p>The Examination Assessment for Unit 1 - Contemporary Issues in Sport and Exercise - is a 1hour 15 minutes written paper, marked by OCR.</p> <p>You must complete a total of three units. Each unit contains a series of assignments which will be assessed to provide you with a grade.</p> <p>You must undertake two mandatory units which are: Contemporary Issues in Sport and Performance and Leadership in Sports Activities .</p> <p>You then complete one optional unit which is chosen by the school, this is Increasing awareness of Outdoor and Adventurous Activities</p>
Practical Examination	<p>You will be practically assessed, alongside coursework produced for Units R185 and R187.</p> <p>Unit R185: Performance and Leadership in Sports Activities – This will be assessed on practical performance and leading in chosen sports.</p> <p>Unit R187: Increasing Awareness in Outdoor and Adventurous activities – This will be assessed on researching provision for different types of OAAs, identifying equipment, clothing, technology and safety aspects of OAAs, ability to plan and take part in an OAA activity, demonstrate appropriate skills and evaluate participation.</p>
Examinations	<p>One of the three units in the OCR qualification will be externally assessed through an examination. You will generate the vast majority of your grades through completion of coursework.</p> <p>The examination assessment for Unit R184: Contemporary Issues in Sport and Exercise is a 1hour 15 minute written paper, marked by OCR.</p>
Continual Assessment	<p>You are continually assessed through completion of coursework.</p>

APTITUDES NEEDED

You need to be able to:

- Work independently
- Meet coursework deadlines
- Be organised
- Think creatively
- Work effectively with others

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

The Cambridge National Sports Studies qualification provides a good foundation for your Post-16 education. It gives a suitable foundation for further study within the sector through progression on to qualifications, such as the Cambridge Technical Level 3 Sport, A-Level and Sport and Exercise Sciences.

Alternatively, you can progress to NVQs, such as Activity Leadership or Coaching, Teaching and Instructing. The underpinning knowledge, practical and vocational skills learned on the Cambridge Nationals in Sport will enhance and support the progression to a competency-based course.

You will have had the opportunity to work through various vocational scenarios, through each assignment brief which will assist you in gaining employment in one of many jobs within the sports sector.

Child Development Cambridge National Certificate

(New Specification under Review)



Level Available: Level 1 and 2	Equivalent to 1 GCSE	Exam Board: OCR	Qualification: Levels 1 and 2 Cambridge National Certificate	Specification Number: J809
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COURSE DETAILS

- Cambridge Nationals are vocational qualifications at Levels 1 and 2 for students aged 14 to 16
- They are designed to fit into the curriculum and to offer the same size, rigour and performance points as GCSEs. They will form a key part of any student's Progress 8 and Attainment 8 approved subjects
- The qualifications are recognised by Ofqual, DfE and by 16-19 providers as progression to A-Level, further education or on to an apprenticeship or work

This qualification focuses on the development of a child from conception to the age of five, developing knowledge and understanding in all aspects of child development.

OCR LEVELS 1 TO 2 CAMBRIDGE NATIONAL CERTIFICATE IN CHILD DEVELOPMENT is made up of **three** mandatory units.

ASSESSMENT

Unit 1 [RO57]	<p>You will learn the essential knowledge and understanding for child development covering:</p> <ul style="list-style-type: none"> ➤ Pre-conception Health and Reproduction ➤ Antenatal Care and Preparation for Birth ➤ Postnatal Checks, Postnatal Care and Conditions for Development ➤ Childhood Illnesses and a Child-safe Environment <p>This unit is assessed via an external examination at the end of the course.</p>
Unit 2 [RO58]	<p>You will gain knowledge and understanding of how to create a safe environment and understand the nutritional needs of children from birth to five years. Topics include:</p> <ul style="list-style-type: none"> ➤ Accidents and Accident Prevention in a Childcare Setting ➤ Choosing Suitable Equipment for a Childcare Setting ➤ Nutritional Needs of Children from Birth to Five Years <p>This unit is internally assessed and takes the form of a set assignment or project, set by the examination board.</p>
Unit 3 [RO59]	<p>You will observe 'development norms' in children up to the age of five. This unit will include researching, planning and carrying out activities with children and observing and reviewing these activities. You will understand the importance of creating plans and providing different play activities to support children in their development. The unit includes:</p> <ul style="list-style-type: none"> ➤ Physical, intellectual and social development norms from 0-5 years. ➤ Stages and types of play and how play helps development. ➤ Observing the development of a child aged 1-5 years. ➤ Planning and evaluating play activities for a child aged 1-5 years for a chosen area of development. <p>This unit is internally assessed and takes the form of a set assignment or project, set by the examination board. It is a practical assignment involving working with a child under the age of 5.</p>

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

This qualification would be particularly useful if you are thinking of going on to study Health and Social Care or thinking of a career which involves children in any way.

APTITUDES NEEDED

- You will be expected to be able to recall, select and communicate sound knowledge and understanding of aspects of Child Development for the written examination
- You will need to apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and research tasks
- You will need to review evidence, analyse and evaluate information clearly and accurately
- You will make judgements and draw appropriate conclusions from their observations



Computer Science GCSE

Grade Available: 9-1

Exam Board: Edexcel

Specification Number: 1CP1

COURSE DETAILS

Why Study Computer Science?

Computer Science is a very interesting subject to take at GCSE. It will help you gain an understanding of how computers interpret data and how this helps us on a day-to-day basis. Computer Science GCSE will challenge the way you see everyday objects and help you to understand how they process information.

What Will You Learn?

You will develop a knowledge and understanding of the principles and concepts of computer science. You will also develop and apply your computational thinking skills to analyse and design solutions to different problems. Throughout the course you will gain practical experience in designing, writing and testing computer programs that accomplish specific goals.

You will gain awareness of current emerging trends in computing technologies, as well as the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

ASSESSMENT

Examinations

Component 1 – Principles of Computer Science [50%]

The **written** paper, '*Principles of Computer Science*', is a rigorous, intellectually challenging examination with a weighting of 50%. Some of the topics covered in the examination include computational thinking, data, computers and issues and impacts. The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.

Component 2 – Application of Computational Thinking [50%]

This **practical** paper requires you to design, write, test and refine programs in order to solve problems. You will complete this assessment onscreen using your programming skills.

This paper will assess problem solving with programming, with the main focus being:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs
- Understanding how to decompose and analyse problems
- Ability to read, write, refine and evaluate programs

APTITUDES NEEDED

- Logical thinking
- Problem solving
- An interest in the way things work is a must
- An interest in programming
- Excellent numeracy skills and an aptitude for maths and logic problems

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

After completing your GCSE in Computer Science you can then go on to do an A-Level in this subject. The A-Level will continue to teach you about new programming languages and discuss, in detail, the inner workings of computers.

Following on from A-Level, you can apply to do a university degree which ranges from computer science, computing, games design, web design and artificial intelligence.

Creative iMedia

Cambridge National Certificate



Level Available: No Tiering [Distinction, Merit, Pass]	Equivalent to 1 GCSE	Exam Board: OCR	Qualification: Level 1/2 Cambridge National Certificate	Specification Number: J834
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COURSE DETAILS

This course is aimed at those who find extended writing more of a challenge. It provides a more accessible route into studying media.

This qualification will develop knowledge, understanding and practical skills that would be used in the media industry. You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as: developing visual identities for clients, planning and creating original digital graphics and planning, creating and reviewing original digital media products. This will help you to develop independence and confidence in using skills that would be relevant to the media industry. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful, exploring different options and choosing the best way forward to a solve problem and the use of planning techniques to complete tasks in an organised way which meet deadlines.

ASSESSMENT

Controlled Assessment

Unit R094: Visual Identity and Digital Graphics

Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience.

Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit you will learn how to develop visual identities for clients.

You will be taught how to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

This is assessed by completing a set assignment. In this unit you will find out how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

Unit R098: Visual Imaging

Static and moving images are widely used in the media industry for products as diverse as news/journalism, print publishing, advertisements, movies and interactive media. Visual images can be used to capture a moment in time, create memories, promote a product or idea, evoke an emotional response or influence opinions.

In this unit you will learn how to apply the conventions of both static and moving images, which make up the language of visual imaging and communication.

You will plan and capture photographs and moving images, using a digital camera and how to edit and process photographs and video sequences to create meaningful products in response to client briefs.

	<p>Completing this unit will equip you with a range of skills to use digital camera equipment and editing software and provide a basis for further study or creative and technical job within the media industry.</p> <p>This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review portfolios of visual imagery. Topics include:</p> <ul style="list-style-type: none"> ➤ Plan visual imaging portfolios ➤ Create visual imaging portfolios ➤ Review visual imaging portfolios
Practical Examination	N/A All practical work is assessed internally
Examinations	<p><u>Unit R093: Creative iMedia in the Media Industry</u></p> <p>The media industry is vast, covering both traditional and new media sectors and providing work for individual freelance creatives, as well as large teams in design houses and multinational companies. Job roles frequently overlap multiple sectors and products often need to be suitable for more than one kind of output. However, there are common aspects to all media products.</p> <p>Pre-production and planning are vital; saving clients' time and money and enabling creatives and designers to charge appropriately for their services. Products make use of similar media codes to convey meaning, create impact and engage audiences. In this unit you will learn about the sectors, products and job roles that form the media industry.</p> <p>You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will discover how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.</p> <p>You will be taught to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.</p> <p>This is assessed by taking an exam. In this unit will teach you about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.</p> <p>Topics include:</p> <ul style="list-style-type: none"> ➤ The media industry ➤ Factors influencing product design ➤ Pre-production planning ➤ Distribution considerations
Continual Assessment	N/A

APTITUDES NEEDED

- The ability to organise work load and keep a portfolio of work updated
- To be able to work independently and as part of a team
- Competent IT skills
- The ability to follow instructions carefully and be responsible using equipment
- A creative flair and the ability to produce original concepts

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Practical media-based courses or apprenticeships

STUDENT QUOTES

"I love Media Studies. We get the opportunity to be creative."

"Media is such a broad industry; there is something for everyone!"

Dance GCSE



Grade Available: 9-1	Exam Board: AQA	Specification Number: 8236
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COURSE DETAILS

GCSE Dance helps you develop technical and expressive skills, as well as knowledge and understanding of dance through performance, choreography and critical appreciation. The specification enables you to:

- Increase confidence and self-esteem
- Employ the skills of problem solving and creativity
- Make knowledgeable decisions about dances
- Expand exciting repertoire and develop appreciation of professional dance works

The qualification is 60% practical and allows you to actively and physically demonstrate your abilities through a controlled dance assessment. There is a theory paper that involves the study of six professional dance anthologies and encourages critical appreciation of your own work and that of others.

Units include;

Component 1:	Performance 30%	Choreography 30%
Component 2:	Dance Appreciation [Written examination] 40%	

ASSESSMENT

Component 1 is divided into two parts; Performance and Choreography

Performance involves two practical assessments: one of the Set Phrases and the other in a Solo or Group Performance.

Choreography involves one compositional task and a supporting programme note

Component 1: Performance of Set Phrases [10%]

A one minute solo performance of the set phrases. The performance will be assessed internally by the class teacher and filmed, to be sent to the examining board for moderation of grades.

Component 1: Performance in Duet/Trio [20%]

You will learn how to perform as part of a duet/trio. You will perform for a **minimum of three minutes** in a dance which is a **maximum of five minutes** in duration. The performance will be assessed internally by the class teacher and filmed, to be sent to the examining board for moderation of grades. Although you will work together to refine and perform, you will each receive a separate mark, based on your individual performance.

Component 1: Choreography [30%]

You will be assessed on your creative response to a dance theme/stimulus stipulated by the examination board. You will be required to explore and communicate the idea, develop key motifs and incorporate choreographic devices to provide an interesting and imaginative response. The composition will be assessed internally by the class teacher and filmed, to be sent to the examining board for moderation of grades. You must write a programme note of one-hundred-and-twenty to one-hundred-and-fifty words to document your choreographic response.

<p>Component 2 is theoretical and includes a Controlled Assessment under examination conditions that will be scheduled for the end of Year 11</p>	<p>Component 2: <i>Critical appreciation</i> [40%]</p> <p>You will complete a one-and-a-half hour, written examination paper that will assess your knowledge and understanding of the choreographic process and performing skills. You will be required to demonstrate a critical appreciation for your own and other professional dance work. You will study six professional dance anthologies and refer to these in the examination paper.</p>
<p>Continual Assessment</p>	<p>Mock assessments will be completed for each unit and practical, technical and academic progress will be tracked throughout the course.</p>

<p>APTITUDES NEEDED</p>
<p>Due to the practical nature of the assessment, it is advisable that you have previous experience in dance and are confident working and performing, both in a group and individually. Consent must be given to be filmed for video evidence and external assessment.</p> <p>You will be expected to:</p> <ul style="list-style-type: none"> ➤ Work independently ➤ Work collaboratively ➤ Be organised, punctual and committed ➤ Think creatively and imaginatively ➤ Be self-motivated and eager to improve ➤ Attend additional rehearsals and intervention if required ➤ Enjoy dance

<p>PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?</p>
<p>The GCSE Dance course can provide a solid foundation for a career in Dance or Performing Arts and further studies in the subject, including A-Level Dance and BTEC Performing Arts, as well as vocational opportunities. These could then lead to places at university, following a similar pathway in dance performance or teaching.</p>

<p>STUDENT QUOTE</p>
<p><i>“GCSE dance is a great way to let out your creative side and in many ways can be cathartic compared to other academic subjects. It’s a great way to let loose and have fun, not just dancing but also choreographing. I enjoy how different it is to all my other subjects.”</i></p>

Design Technology GCSE



Grade Available: 9-1

Exam Board: AQA

Specification Number: 8552

COURSE DETAILS

Design Technology combines the skills of Key Stage 3 Design and Technology areas; Product Design Resistant Materials, Graphics and Sustainable Design into a single GCSE subject.

Through a mixture of theory and practical tasks, you will be encouraged to design and make products with creativity and originality. The three-year course is structured to develop your effective research and analysis skills, as well as to produce 3D products through a variety of practical activities, using a range of materials and techniques, including paper, card, wood, metal and plastics.

Our GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating.

The topics are:

- Core Technical Principles
- Specialist Technical Principles
- Designing and Making Principles

ASSESSMENT

Controlled Assessment

Design and Make Project: An assessed project produced under controlled conditions. The project will be assessed against the following criteria:

Task[s]

Substantial design and make task

Assessment Criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Design Folder:

- You will produce a working prototype and a portfolio of evidence [*maximum twenty pages*]
- Work will be marked by teachers and moderated by AQA

Examination

Written Paper: A written examination paper that will cover everything learned during the Key Stage 4 course, including design work and theory.

Overview

Unit 1: Written Paper: 2 hours: 50% of total marks. Externally assessed.

Unit 2: Design and Make Project: 45 hours: 50% of total marks. Internally marked and moderated by examination board.

Continual Assessment

Practical and theory skills will be regularly assessed throughout the course. Feedback will be given and opportunities to improve work are built into the lessons.

APTITUDES NEEDED

You should be self-motivated and have an eagerness to solve problems through investigation, development and practical activities. Good organisational skills are important, in order to manage your coursework and meet deadlines. It is beneficial if you have good drawing, analysing, planning and making skills. Knowledge of ICT programs, such as *Sketch Up and 2D design* are also an advantage, although many elements of these will be taught through the course.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The structure of the course teaches you key skills which are transferrable across a wide range of post-16 further educational courses or careers. Many roles, particularly in the field of design, will need the skills of researching, analysing and planning which are encouraged and developed as part of this course.

Product Design can lead to many career paths from Product Design, Packaging Design, Furniture Design, Interior Design, Graphic Design, 3D Design, Architecture, Industrial Design/Engineering and Construction, Exhibition Design, Theatre/Stage and Film Design and many more.

Studying Product Design teaches a variety of valuable skills and will enable you to go on to study a number of '*Design*' related subjects at A-Level or as a higher level vocational course or apprenticeship.

STUDENT QUOTES

"We are given the chance to learn new techniques and tools for use in later life"

"Design Technology allows us to use skills from other subjects to create professional quality design work".

"The things we design and make in projects can be taken home and actually used!"

Drama – BTEC Tech Award

Performing Arts (Acting)



Level Available: Level 1/Level 2	Equivalent to 1 GCSE	Exam Board: Pearson Edexcel	Qualification: BTEC Tech Award Performing Arts (Acting)	Specification Number: 603/7054/3
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COURSE DETAILS

This course is for those of you who enjoy acting and have discovered an aptitude for it during your drama work in Key Stage 3. An excellent level of performance skill is essential, together with a desire to improve your acting and your confidence. BTEC Performing Arts involves constant practical performance assessment to public and invited audiences. It involves the study of different theatre companies and practitioners, as well as visits to the theatre. You should be good communicators and enjoy working with other people, sharing ideas, challenging yourself and reflecting on your work in order to improve.

ASSESSMENT

Written Work	BTEC Performing Arts does not involve a written examination: written work is in the form of a logbook which is on-going for each component of work.
Practical Examination	These happen during each assignment through a performance to an audience. <i>Please note all work is filmed for assessment purposes. You are required to purchase and use a base costume of Performance Blacks throughout the course for performances.</i>
Examinations	There is one external examination: Component 3: Performing to a Brief: You will work in groups and be required to devise an original piece of work around a theme given by the examining board. This takes place in Year 11 as the final part of the course.
Continual Assessment	The continual practical assessment is formalised through performances and logbooks.

APTITUDES NEEDED

- Performance skills – *characterisation/physical skills/communication with audience*
- Creativity
- Self confidence
- Team worker
- Organisational and independent study skills

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Level 2 BTEC Tech Award in Performing Arts links very well into the many BTEC Level 3 Performing Arts courses. The course gives you a good grounding in life and social skills that will allow you to follow any career path, as well as those in the creative industries.

STUDENT COMMENTS

“There’s more practical work involved. It’s interesting with better research into the different types of performance.”
 “BTEC Performing Arts can be laid back or filled with pressure, but at the end of the day you walk away feeling great and it’s this variety that I love.”
 “It’s great knowing that there’s less pressure in Year 11 because the exam work is spread out throughout the course.”



Grade Available: 9-1	Exam Board: Edexcel	Specification Number: 1DR0
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COURSE DETAILS

This course will appeal to those who like to use their imagination, work with different people in whole-class and small group work and who are interested in understanding the world around them. If you enjoy performing will do best at this course and will enjoy the opportunity to improve your characterisation, communication skills and your confidence, surrounded by like-minded students. You will study a range of drama skills through different topics. This course produces confident communicators and improves ability to work with others. You will attend live theatre performances and prepare notes on them for the written examination. The areas of the course are:

[1] Devised performance [2] Portfolio [3] Scripted performance [4] Written examination

ASSESSMENT

Written Work	<p>The written work for GCSE Drama is in the following formats:</p> <ol style="list-style-type: none"> 1. A written examination in Year 11 on a set text and live theatre evaluation 2. Written portfolio of work for preparing for performance of a devised piece
Practical Assessment	<p>There are two practical examinations:</p> <ol style="list-style-type: none"> 1. Devising Performance 2. Scripted Performance <p><i>Please note all work is filmed for assessment purposes. You are required to purchase and use a base costume of Performance Blacks throughout the course for performances.</i></p>
Continual Assessment	<p>The continual practical assessment is formalised through workshops and performance.</p>

APTITUDES NEEDED

- To be able to develop a personal interest in why drama matters and be inspired, moved and changed by it
- To be able to work imaginatively and creatively in group contexts, sharing ideas your ideas with others
- To be able reflect on and evaluate your own work and the work of others constructively
- To be able to critically analyse professional work
- To be able to develop and demonstrate a range of practical, creative and performance skills
- To have an enquiring mind

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The GCSE Drama course will lead to A Level Drama and Theatre Studies. Students often go on to study A-Level Drama and Theatre Studies and link in with the Performing Arts BTEC courses at Sixth Form.

- GCE Drama and Theatre Studies at A2 Level
- BTEC Level 3 Performing Arts

STUDENT QUOTES

“It’s fun being able to work with different people, with whom you have not worked before, and build strong relationships.”

“I really enjoy being challenged through creating work spontaneously when looking at a topic.”

“It’s more than just acting. You have fun while learning valuable life skills and build confidence. I love that I can switch between performing and design.”



Grade Available: 9-1

Exam Board: OCR

Specification Number: J205

COURSE DETAILS

Why Study Economics?

Do you ever wonder:

- Why Lionel Messi earns more in a week than a fireman earns in five years?
- Why pop stars get paid more than nurses?
- Whether GM foods really could be the solution to feeding a world population in excess of seven billion?
- Why the Government can't simply print more money to pay off its debt?
- Why the government still allows firms to pollute the environment but makes them pay for it?
- Why farmers in the third world can't sell their own foodstuffs because they are competing against cheaper EU products dumped into their economies?

If you do, then the study of GCSE Economics will provide the answers and change the way in which you look at the world.

What Will You Learn?

You will:

- develop an interest in and enthusiasm for the subject
- appreciate the contribution of economics to the understanding of the wider economic and social environment
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- understand that economic behaviour can be studied from a range of perspectives
- develop analytical and quantitative skills, together with qualities and attitudes that will equip you for the challenges, opportunities and responsibilities of adult and working life.

ASSESSMENT

Examinations

Unit J205/01: Introduction to Economics [50%]

This written paper will contain content from:

- Introduction to Economics
- The role of markets and money

1 hour 30 minutes Examination

Unit J205/02: National and International Economics [50%]

This written paper will contain content from:

- Economic objectives and the role of government
- International trade and the global economy

1 hour 30 minutes Examination

APTITUDES NEEDED

- Discussing theories and debating ideas
- Understanding the world around you
- Numeracy: You will need to have the ability to analyse economic data, interpret graphs and tables, identify trends and explain these using diagrams
- Conceptual thinking
- Keeping up to date with the news, politics and current affairs

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

GCSE Economics is a highly versatile subject that could provide many different career pathways. Many students progress to studying the subject at university. From there, they could find themselves working in multinational corporations, the banking sector, the government or a charitable think-tank, to name but a few organisations. This could also be really useful if deciding to study Mathematics, History, Geography, English or Ethics at A-Level or beyond.

Economics University graduates are employed in a range of posts which may, or may not be related to the discipline they studied. They work in Manufacturing, Transport, Communications, Banking, Insurance, Investment and Retailing Industries, as well as in Government Agencies, Consulting and Charitable Organisations.

Food and Nutrition GCSE



Grade Available: 9-1	Exam Board: WJEC	Specification Number:
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COURSE DETAILS
<p>If you choose to study GCSE Food Preparation and Nutrition you will gain an insight into the food manufacturing process, through a wide range of practical tasks that require the application of knowledge and understanding. During the course, you will develop new ideas suitable for a wide range of consumers, plan and produce food products and evaluate your success. The subject concentrates on designing and making skills but there is also a strong theoretical element involved, covering food safety, food nutrition and health, food science, food choice and food provenance.</p>

ASSESSMENT	
<p>Non-Examination Assessment</p>	<p>Practical investigations are a compulsory element of this NEA task.</p> <p>Task 1: <i>Food Investigation [20% of qualification]</i></p> <p>Your understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Task 2: <i>Food Preparation Assessment [40% of qualification]</i></p> <p>Your knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>You will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>
<p>Written Examination</p>	<p>Written Paper: 1 hour 30 minutes – (40% of qualification)</p> <p>A written examination paper that will assess your theoretical knowledge of food preparation and nutrition.</p> <p>The written paper will consist of two sections both containing compulsory questions.</p> <p>Section A: questions based on stimulus materials.</p> <p>Section B: a range of question types to assess all content related to food and nutrition.</p> <p>This is externally assessed and is worth 80 marks</p>

<p>Non exam assessment</p>	<p>NEA: 60% of total marks. Internally assessed and moderated by WJEC examination board</p> <p>The NEA will be divided into the following assessment tasks:</p> <p>Assessment 1: The Food Investigation Assessment</p> <p>20% of the total marks available will be allocated to a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to the scientific principles underlying the preparation and cooking of food.</p> <p>Assessment 2: The Food Preparation Assessment</p> <p>40% of the total marks available will be allocated to a task which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of dishes to form a menu</p>
<p>Continual Assessment</p>	<p>Practical skills, as well as your knowledge and understanding of food preparation and nutrition, will be regularly assessed throughout the course.</p>

APTITUDES NEEDED

By choosing this subject you need to be passionate about food and cooking and willing to experiment with new ideas, taking calculated risks. You will find being able to work as a team player, being creative and having good organisational skills an advantage. These aptitudes, along with others, are taught as part of the course structure.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

The structure of the course teaches you key skills which are transferrable across a wide range of post-16 further educational courses or careers. Many roles, particularly in the design world, will need the skills of researching, analysing and planning - encouraged and developed as part of this course.

Food preparation and nutrition can lead to many career paths, such as food microbiologist, recipe development, food nutritionist, product development or food photography and more.

Studying food preparation teaches a variety of valuable skills and will enable you to go on to study a number of food and catering related subjects at AS/A-Level or as a higher level vocational course or apprenticeship.

STUDENT QUOTES

"There is a lot of written work but the practical is brilliant, as you can be creative and take ownership of the products that you want to make."

"Food Preparation and Nutrition is good, as it gives us the opportunity to be imaginative with cooking. There is a fair bit of theory work, which takes time, but as long as we are organised and keep up-to-date, it is a very rewarding task. We learn about the food industry and gain expert nutritional knowledge, as well as picking up cooking skills for future use."



Grade Available: 9-1	Exam Board: AQA	Specification Number: 8658
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COURSE DETAILS

You will study topics addressing relevant matters relating to:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

You will be able to practise new vocabulary and develop your knowledge of topics with *French websites*, such as BBC French, Languagesonline, Kerboodle, France-Inter, Quizlet and Duolingo and memorise apps.

In order to be successful, you must be prepared to do some *independent work* every week, at home, to develop your language skills further: learning and revising vocabulary/reading French magazines/using the French websites and improving your listening skills with the textbook CDs.

Examinations [End of Year 11]	The four skills of listening, reading, speaking and writing will be equally weighted at 25%.
	All skills will be assessed externally by examination.
	Speaking assessments will be with your teacher in a one to one and the recording will be sent to examiners.

APTITUDES NEEDED

By the end of Year 8 you will have studied French for two years. Why stop now if you have the ability and a taste for languages! **Everything you have learned at Key Stage 3** provides the foundation for the GCSE course. You have, in fact, been working on GCSE topics this year and performed some tasks at GCSE level [*Foundation*]. Therefore, you are ready to move on to the next step.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

There are many reasons why you should continue studying a language to GCSE standard:

- The content of a GCSE specification in a modern language will provide an appropriate foundation for A-Level study
- You are more likely to be accepted by a university if you have taken a language at GCSE level
- Language skills are needed **at all levels** in the work place. There is increasing demand for language skills in a wider range of jobs: *Hospitality and Catering, Business, Administration and Finance, Construction and the Built Environment, ICT, Law, Hair and Beauty, Media, Health etc.* [To find out more look for the posters on careers in languages around the school or go to www.languageswork.org.uk]
- Travelling/holidays
- You can use your French GCSE as a stepping stone to further learning, training and employment

STUDENT QUOTES

“French is a great subject to take. It opens many doors for the future and can give you a wider understanding of French speaking countries. Also, the teachers are great! Vive la France!”

“Now I am studying at a university in France [*Business and French!*] on my way to becoming bilingual...”



Grade Available: 9-1	Exam Board: AQA	Specification Number: 8035
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COURSE DETAILS

Information About the Subject Area: The world in which we live is likely to change more in the next fifty years than it has ever done before. Geography explains why and helps to prepare you for those changes. It tackles the big issues such as environmental responsibility, our global interdependence, cultural understanding and tolerance, commerce, trade and industry. Geographical study fosters these qualities and provides a firm basis for life-long learning. It is about the future and encourages *flexible thinking*.

You will be required to develop in the following areas:

- Locational and contextual knowledge of continents, countries, regions and their physical, environmental and human features
- Use a range of maps, atlases, OS maps, satellite imagery and digital material, including GIS, to be able to obtain, illustrate, analyse and evaluate geographical information
- Fieldwork in at least two contrasting environments, whereby physical, human and the interactions between these two processes are explored
- Using qualitative and quantitative data from both primary and secondary sources and adopting mathematical and statistical techniques
- Formulating enquiry and argument
- Knowledge: understanding of UK geography, to include its physical and human landscapes, environmental challenges, changing economy and society
- A study of geomorphic processes and landscape to include examples in the UK
- Changing weather and climate: the causes, consequences of and responses to extreme weather conditions and a study of climate change
- Global ecosystems and biodiversity: an overview of the distribution and characteristics of large scale natural global ecosystems
- Resources and their management: an overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources
- Cities and urban society: an overview of the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development
- Global economic development issues: the causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy

ASSESSMENT

Examinations	Living with the Physical Environment Examination - 1hr 30mins [35% of GCSE] Living with the Human Environment Examination - 1hr 30mins [35% of GCSE] Geographical Applications Examination - 1 hour 15mins [30% of GCSE]
Continual Assessment	Teacher assessments are carried out throughout the course to ensure you are well prepared for the examinations.

APTITUDES NEEDED

In order to study Geography you must find it interesting and have a desire to learn about the world in which we live. Good literacy, numeracy, ICT and decision making skills are also very important.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

You could study Geography at A-Level and then at a higher education establishment. Geography has the best graduate employment rate in the country because it will provide you with many transferable skills [see *above*]; an asset in the complex world of employment today. Many jobs need people who can organise information and who can make decisions in order to solve problems.

STUDENT QUOTE

“GCSE Geography is challenging and interesting. There are many concepts to learn, as with any GCSE, but you must have good literacy and numerical skills and be prepared to work hard. Fieldwork is a great opportunity and I enjoyed studying the local coastal area in great detail.”



Grade Available: 9-1

Exam Board: AQA

Specification Number: 8145

COURSE DETAILS

History is a lively, vibrant subject. The course is based upon events that happened throughout a broad time span and covers both British and international history. You will experience a wide variety of thought-provoking lessons that will involve a variety of activities, such as writing at length, evaluating source work, group presentations and drama. You will learn about international relations: what leads to conflict between countries and how these conflicts are settled. You will discover the history of one nation in depth and learn how political events affect ordinary people. You will learn about change over time and the importance of factors, such as war, chance, luck and communication in the development of medicine. GCSE History will appeal to anybody who loves investigating, researching, thinking, debating and writing.

Paper 1: *Understanding the Modern World*

Section A: *Germany 1890–1945: Democracy and Dictatorship.* This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship: the development and collapse of democracy and the rise and fall of Nazism.

Section B: *Conflict and Tension in Asia, 1950–1975. A Study of the Korean and Vietnam Wars*
This period study focuses on the spread of communism in Asia, why America went to war in Vietnam and the consequences of doing so. You will also study the Korean war of the 1950s, focusing on why the war occurred, why Britain became involved and the impact of the war.

Paper 2: *Shaping the Nation*

Section A: *Britain: Health and the People: c1000 to the Present Day.* This thematic study will enable you to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Section B: *Elizabethan England c1568–1603*

This option allows you to study, in depth, the last thirty-five years of Elizabeth I's reign. The study will focus on the major events of her reign considered from economic, religious, political, social and cultural standpoints and arising contemporary and historical controversies.

ASSESSMENT

Examinations

Paper 1: *Written Examination: 1 hour 45 minutes*

- 84 marks [including 4 marks for spelling, punctuation and grammar]
- 50% of GCSE
- Section A – six compulsory questions [40 marks]
- Section B – four compulsory questions [40 marks]

plus 4 marks for spelling, punctuation and grammar

Paper 2: *Written Examination: 1 hour 45 minutes*

- 84 marks [including 4 marks for spelling, punctuation and grammar]
- 50% of GCSE

Questions

- Section A – four compulsory questions [40 marks]
- Section B – four compulsory questions [40 marks]

Plus 4 marks for spelling, punctuation and grammar

APTITUDES NEEDED

- Curiosity about the past
- The ability to look at all sides of an argument
- The ability to put your ideas into written form
- Research and discussion skills

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

History GCSE is extremely valuable as a basis for A-Level courses, further education at university and employment. A qualification in History clearly demonstrates that a student has a range of study skills, such as the ability to investigate, analyse and write in depth and detail, all key skills needed for further academic study and in the world of work.

History students often pursue careers in the following fields:

- Law
- Journalism
- Politics
- Management
- Policing
- Education

STUDENT QUOTE:

“History is a very interesting subject. We always learn something new and the lessons are always fun.”

“History is a fascinating subject. There is a lot of writing and you need a good memory but I really enjoy studying this subject.”



Grade Available: 9-1	Exam Board: AQA	Specification Number: 8698
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COURSE DETAILS

You will study topics addressing relevant matters relating to:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

You will be able to practise new vocabulary and develop your knowledge of topics with *Italian websites*:

- <https://www.teachitalian.co.uk/gcse.html>.
- <https://www.cdici.co.uk/theme-2-gcse>.
- <https://www.language-gym.com>
- <https://www.memrise.com>.

In order to be successful you must be prepared to do some **independent work**, every week at home, to develop your language skills further, learning and revising vocabulary/reading Italian magazines, using the Italian websites and improving their listening skills with the digital textbook (KERBOODLE).

Examinations [End of Year 11]	The four skills of listening, reading, speaking and writing will be equally weighted at 25%.
	Reading, writing and listening will be externally assessed examinations.
	Speaking assessments will continue to contribute towards the overall student grade.

APTITUDES NEEDED

By the end of Year 8 you will have studied Spanish with a very good result. **Everything you have learned in Spanish at Key Stage 3** provides good foundation for the Italian GCSE course. You have, in fact, been working on GCSE topics this year and performing some tasks at GCSE level [Foundation].

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

There are many reasons why you should continue studying a language to GCSE standard:

- The content of a GCSE specification in a modern language will provide an appropriate foundation for A-level study.
- You are more likely to be accepted by a university if you have taken a language at GCSE level.
- Language skills are needed **at all levels** in the work place: there is increasing demand for language skills in a wider range of jobs: *Business, Administration and Finance, Law, Health Hospitality and Catering, Media, Construction and the Built Environment, ICT, Hair and Beauty, etc.* [To find out more look for the posters on careers in languages around the school or go to www.languageswork.org.uk].
- Travelling / holidays in Italy and Argentina (40% of people in Argentina speak Italian).
- You can use your Italian GCSE as a stepping stone to further learning, training and employment.

STUDENT QUOTE

“During the Italian after school club, I realised that I could use the language I had learned at school. Studying Italian at GCSE can be challenging but it is very rewarding to be understood by a native speaker. I also enjoy learning about Italian culture and traditions.”

Media Studies GCSE



Grade Available: 9-1	Exam Board: EDQUAS	Specification Number: 3680QS
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COURSE DETAILS

This course provides both a written and practical route into studying the media.

The media plays a central role in contemporary society and culture. It shapes our perceptions of the world through the representations, viewpoints and messages it offers. It has real relevance and importance in our lives today, providing us with ways in which to communicate, forms of cultural expression and the ability to participate in key aspects of society.

The economic importance of the media is also unquestionable. Its industries employ large numbers of people, worldwide, and operate as commercial businesses on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that its centrality in contemporary life can only increase.

The Eduqas specification offers you the opportunity to develop knowledge and understanding of key issues and the ability to debate important questions about the media. Over the course, we study a range of texts over several media corporations, such as the radio, magazine, advertising, newspaper, television and music. You will apply and develop your knowledge and understanding of media language and representation, in relation to media forms and products.

ASSESSMENT

Controlled Assessment	Component 3: Creating Media Products - 30% You learn about how to produce media products, such as magazine covers, film posters and music videos. You will apply your knowledge and understanding of media language and representation through a practical piece of work. You will be trained up to use industry standard software such as Adobe Photoshop and Premiere Pro.
Practical Examination	N/A All practical work is assessed internally

Examinations	<p>Component 1: Exploring Media Language and Representation – 1hr 30min [30%]</p> <p>This component introduces you to the knowledge, understanding and skills required to look critically at media products through the study of key areas of the theoretical framework: media language and representation. The following forms are studied through contemporary examples:</p> <ul style="list-style-type: none"> ➤ Magazines – GQ and Pride ➤ Film posters – The Bond Franchise ➤ Newspapers - The Sun and The Guardian ➤ Advertisements – Quality Street and This Girl Can ➤ Websites – The Bond Franchise and The Sun ➤ Radio – The Archers ➤ Video Games - Fortnite <p>The examination includes the use of unseen resource material as a focus for your critical analysis.</p> <p>Component 2: Understanding Media Forms and Products – 1hr 30min [40%]</p> <p>Component 2 builds on Component 1 through a focus on all areas of the theoretical framework - media language, representations, media industries and audiences – in relation to the in-depth study of products set by Eduqas.</p> <p>This component also requires you to study the influence of relevant social, cultural, industry and historical contexts on media products. The forms and products set for study are as follows:</p> <ul style="list-style-type: none"> ➤ Television crime drama – Luther and The Sweeney ➤ Music videos – Lizzo and Justin Bieber
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Continual Assessment	N/A
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APTITUDES NEEDED
<ul style="list-style-type: none"> ➤ Confident literacy skills ➤ A keen interest in current media cultures and celebrity ➤ The ability to understand a range of media issues such as the representation of gender, issues and ethnicity. ➤ Enjoyment of watching, reading and engaging with a variety of media texts.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?
Media Studies A-Level, Film Studies A-Level, English Literature A-Level, journalism, advertising, PR.

STUDENT QUOTE
<p>“Media Studies is really interesting. You get to write about all sorts of interesting texts such as magazines.”</p> <p>“It’s so important to have the skills to be able to understand the messages the media send”</p>

BTEC Tech Award

Music Practice and Production



Grade Available: Level 1 and Level 2 Pass, Merit, Distinction, Distinction*	Exam Board: Pearson/Edexcel	Specification Number: 603/7055/5
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COURSE DETAILS

The Tech Award is ideal for students who enjoy making music, using technology, but do not play an instrument or sing with confidence

Component 1: Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. You will learn how to compose and perform music using melody, harmony and rhythm. You will explore instrumentation, texture and music technology [production techniques].

Learning Outcome A: *Demonstrate an understanding of styles of music*

Learning Outcome B: *Apply understanding of the use of techniques to create music*

Component 2: Music Skills Development

Learners will have the opportunity to develop two musical disciplines through practical tasks while documenting their progress and planning for future improvement. You will choose either music technology [production] or performing.

Learning Outcome A: *Demonstrate professional and commercial skills for the music industry*

Learning Outcome B: *Apply development processes for music skills and techniques*

Component 3: Responding to a Music Brief

Learners will be given the opportunity to develop and present music in response to a given music brief. You will work to your strengths and interests and apply the skills you have learned throughout the course in a practical way.

ASSESSMENT

Controlled Assessment 60% <i>Marked by your teacher and moderated by the exam board</i>	<p>Component One is an assignment which will consist of two tasks:</p> <ul style="list-style-type: none"> ➤ A portfolio of evidence showing your understanding of four different styles of music ➤ Create three short pieces of music using different production techniques <p>Component Two is an assignment which will consist of one task:</p> <ul style="list-style-type: none"> ➤ Plan and create two contrasting pieces of music in response to a theme set by the exam board.
External Assessment 40% <i>Duration 3 hours</i>	<p>Component 3 is a task set and marked by the examining board which is completed under examination conditions.</p> <ul style="list-style-type: none"> ➤ Learners are given the task twelve weeks before the supervised assessment period in order to carry out the development of creative ideas for the final music product.

APTITUDES NEEDED

Do you enjoy using Logic Pro software to create your own music? Would you like to learn more about how to record audio and edit this to make it sound professional? Maybe you enjoy learning about music but don't want the pressure of being assessed on performing to a high standard?

This course builds on and uses the knowledge and skills you learn in your GCSEs, particularly in Computer Science and Drama. It can also be complementary learning for a GCSE or Tech Award in Media. This course is different to studying GCSEs as, by taking part in different types of practical vocational activities, it gives you the opportunity to apply your knowledge, skills and the techniques you learn in practical ways.

The Tech Award in music practice is well suited to those with a genuine interest in creating, composing and producing music, using music technology. **You do not** have to be able to play an instrument or sing to take this course *[but you must be prepared to develop some basic skills in this area]*. Lessons are practical and you will learn skills essential to a career in the music industry.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Once you have completed the qualification, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context and by responding creatively to a commercial brief. Since you will be developing skills across a number of disciplines – such as music creation, production and performance – you will have a better understanding of whether the music industry is for you and, if so, which part of it you might want to study further.

If you have a GCSE Music qualification you can go on to study A-Level Music or Music Technology but you would **also find it good preparation for many other subjects that use similar skills**. Communication skills, the ability to work successfully with others, independent learning and self-confidence are all skills that you will develop during the course and these are essential for further study in many other subjects. You will need to be able to manage your own time, as the ability to meet deadlines is critical but the course also gives opportunities for improving your practical musical and listening skills.

Some Careers in Music:

Performing Artist: Session Musician: Sound Technician: Tour Manager: Crew and Technicians: Orchestra Member: Conductor: Promoter: Booking Agent: Artist Manager: Night Club Manager: Music Publisher: Composer: Regional Sales Manager: Salesperson: Artists Accountant: Radio and Television Promotions: New Media Promotions *[websites]*: Video Commissioner: TV Booker: Producer: Director: Music Journalist: Magazine/Website Editor: Presenter: DJ: Vocal Coach: Music Therapist: Music lecturer: Teacher: Music Education Advisor: Music Inspector: Music Project Leader.

STUDENT QUOTES

"It's the only course I've taken which encourages me to be creative"

"You don't have to do lots of writing and it's really fun"

"I really like the recording aspect of the course. It's great to learn how to use the recording studio"

Music GCSE



Grade Available: 9-1	Exam Board: Pearson/Edexcel	Specification Number: 1MU0
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COURSE DETAILS

GCSE Music is only suitable for students who already play an instrument or sing with confidence

Unit 1: Performing Music [30%]

One solo and one ensemble performance on any instrument to be recorded at a set time during the course. The recordings are internally assessed and moderated by the examining board.

Unit 2: Composing Music [30%]

Compose and record two contrasting pieces of music. These can be in any style and using any resources [including voice, guitar or music technology/computers]. One piece is composed to a brief set by the examination board. The other is free choice [can be any brief]. The compositions are internally assessed and moderated by the examining board.

Unit 3: Listening and Appraising Music [40%]

You will study set works from each of the following periods/areas of music:

- Instrumental Music [Classical Music] 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions [World Music]

ASSESSMENT

Controlled Assessment 60%	One solo performance 15% One ensemble performance 15% Two compositions 30% (15% each) Performances and Compositions to be completed - <i>under the supervision of your teacher.</i>
Examination 40% Duration 1 hour 45 minutes	A written and aural examination on the eight set works and unseen listening extracts at the end of the course, as chosen by the examining board.
Continual Assessment	Not applicable to this GCSE.

APTITUDES NEEDED

Are you having lessons on an instrument or voice? Maybe you're in a band or enjoy the practical nature of music lessons? Do you enjoy making music and using music technology to realise your ideas? Do you enjoy learning about music styles and features? GCSE music is well suited to those with some performing experience and an interest in creating/composing music. **You have to be able to play an instrument or sing to take this course.** GCSE lessons are practical and you are introduced to many different musical styles, including classical, rock, film music and music from other countries. You will also learn how to create your own music, using instruments, computers and recording technology. The GCSE Music course can be tailored to your own strengths and the ability to read and write music is useful but not essential. The amount of written work is minimal and if you already play an instrument with confidence, you should seriously consider GCSE music, as you have already gained high marks in 30% of the course.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

If you have a GCSE Music qualification you can go on to study A-Level Music, BTEC L3 Music Practice or A-Level Music Technology but you would **also find it good preparation for many other subjects that use similar skills**. Communication skills, the ability to work successfully with others, independent learning and self-confidence are all skills that you will develop during the course and these are essential for further study in many other subjects. You will need to be able to manage your own time, as the ability to meet deadlines is critical but the course also gives opportunities for improving your practical musical and listening skills.

Some Careers in Music:

Performing Artist: Session Musician: Orchestra Member: Conductor: Promoter: Booking Agent: Artist Manager: Music Publisher: Composer: Regional Sales Manager: Salesperson: Artists Accountant: Radio and Television Promotions: New Media Promotions [*websites*]: Video Commissioner: TV Booker: Producer: Director: Music Journalist: Magazine/Website Editor: Presenter: Vocal Coach: Music Therapist: Music lecturer: Teacher: Music Education Advisor: Music Inspector: Music Project Leader.

STUDENT QUOTES

“The facilities in the music department are fantastic. We get to use software and the recording studio to make our work sound really professional.”

“It is great to have a break from so many lessons that are linked to a text book.”

“I have gained a lot more confidence since I have been doing music GCSE and I can perform in front of people without being so worried.”

Photography GCSE



Grade Available: 9-1	Exam Board: Edexcel	Specification Number: 1PY0
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COURSE DETAILS

Photography may be defined as the creative journey through the process of lens-based and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. Over the next three years you will:

- Develop and refine your technical skill in both recognising and capturing photographs using digital, film and experimental photographic practises
- Develop photo manipulation and graphic design skills in order to confidently create and present your work
- Research, both traditional and contemporary artists and photographers and use that research to inform and inspire the development of your own body of work
- Present outcomes that draw your research and development into a logical and polished conclusion

ASSESSMENT

Controlled Assessment	Approximately forty-five hours of lessons will be devoted to controlled tests in which time you will complete a final outcome for each project.
Practical Examination	Ten hour timed test <i>[similar to controlled assessment]</i>
Examinations	Unit 2 Externally Set Assignment <i>[Terms 3 to 4 of Year 11]</i> Twelve weeks independent project to prepare for a ten-hour, timed test <i>[40% of final grade]</i> Mark allocation = 75% prep work; 25% for timed final piece.
Continual Assessment	Unit 1 - Personal Portfolio <i>[Years 9,10 and 11]</i> <i>[60% of final grade]</i>

APTITUDES NEEDED

Most important, is a healthy interest in photography and creative subjects. As the majority of the course is coursework based, you will need to be good at self-management by ensuring that independent tasks are completed to deadline *and* to the best of your ability. A willingness to go beyond the expected standard and take on the challenge of extension tasks will be instrumental in ensuring a good grade, particularly at the end of the course when you will be completing your examination preparation. Finally, you will be expected to speak and write about your own work and that of other photographers, so literacy *[writing about photography/art]* is an integral part of the course. In photography you will demonstrate:

- Growth mind set, by understanding, through sustained practise, you can improve your technical knowledge and ability to effectively manipulate the camera
- Grit, by being resilient when planning and photoshoots don't quite work out. You will refine and improve over time
- Zest, by approaching each task with enthusiasm and embracing new techniques and ways of working
- Self-control with learning, by completing home learning and classwork in the set time.
- Understanding others, by being respectful and considerate towards your fellow classmates and other photography students who use the same space
- Gratitude, by being thankful for the facilities, equipment and time it takes to run Photography.
- Curiosity, by working independently and experimenting within your work.
- Self-control with others, by using class time effectively

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Many students continue on to A-Level Photography. Alternatively, you could go directly on to a foundation course and then on to a specialist photography degree.



Grade Available: 9-1

Exam Board: AQA

Specification Number: 8582

COURSE DETAILS

The GCSE PE course is offered at a Single Award Level achieving 1 GCSE grade. As part of the course, you will be assessed through a written examination consisting of two examination papers and through practical performance. The weighting of the course is 60% written examination and 40% practical.

ASSESSMENT

Theory Content Assessed Through Examination

You will study content in the following two categories:

Paper 1: The Human Body and Movement in Physical Activity and Sport

What is assessed

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it is assessed

- Written examination: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions

Paper 2: Socio-Cultural Influences and Well-being in Physical Activity and Sport

What is assessed

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it is assessed

- Written examination: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- Answer all questions
- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions

<p>Non-Examination Assessment [NEA]</p> <p>Practical Performance in Physical Activity and Sport.</p>	<p>What is assessed</p> <ul style="list-style-type: none"> ➤ Practical performance in three different physical activities in the role of player/performer <i>[one in a team activity, one in an individual activity and a third in either a team or in an individual activity]</i> ➤ Analysis and evaluation of performance to bring about improvement in one activity <p>How it is assessed</p> <ul style="list-style-type: none"> ➤ Assessed by teachers ➤ Moderated by AQA <i>[Examining Board]</i> ➤ 100 marks ➤ 40% of GCSE <p>Questions</p> <ul style="list-style-type: none"> ➤ For each of your three activities, you will be assessed in skills in progressive drills <i>[10 marks per activity]</i> and in the full context <i>[15 marks per activity]</i> ➤ You will be assessed on their analysis <i>[15 marks]</i> and evaluation <i>[10 marks]</i> of performance to bring about improvement in one activity
<p>Examinations</p>	<p>Single Award – A written examination <i>[two papers]</i> worth 60% of the overall grade.</p>
<p>Continual Non-Examination Assessment</p>	<p>Practical performance</p>

APTITUDES NEEDED

Students need to be able to:

- Work independently at times
- Be organised
- Think creatively
- Work effectively with others
- Be self-motivated
- Enjoy sporting practical performance
- Work hard

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

Progression after Key Stage 4, following the GCSE PE course, could lead to post-16 sports-related courses, such as A-Level PE, BTEC National in Sport or any other sport related level 3 qualification.

These could then lead to places at university following a similar pathway, as above, or additionally teaching degrees, physiotherapy or maybe sports psychology.

STUDENT QUOTES

“PE is a most enjoyable and interesting subject. I’m always looking forward to PE lessons. The teachers are the best!”

“GCSE PE is a really fun option to choose as you get to do a lot of practical, as well as learning about sport and how to stay fit.”



Grade Available: 9-1	Exam Board: AQA	Specification Number: 8698
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COURSE DETAILS

You will study topics addressing relevant matters relating to:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment.

You will be able to practise new vocabulary and develop your knowledge of topics with *Spanish websites*, such as BBC Spanish, Quizlet and Memrise.

In order to be successful, you must be prepared to do some **independent work** every week at home, to develop your language skills further, learning and revising vocabulary/reading Spanish magazines, using the Spanish websites and improving their listening skills with the digital textbook (KERBOODLE).

Examinations [End of Year 11]	The four skills of listening, reading, speaking and writing will be equally weighted at 25%.
	Reading, writing and listening will be externally assessed examinations.
	Speaking assessments will continue to contribute towards the overall student grade.

APTITUDES NEEDED

By the end of Year 8 you will have studied Spanish for two years. Why stop now if you have the ability and a taste for languages! **Everything you have learned at Key Stage 3** provides the foundation for the GCSE course. You have, in fact, been working on GCSE topics this year and performing some tasks at GCSE level [Foundation]. Therefore, you are ready to move on to the next step.

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

There are many reasons why you should continue studying a language to GCSE standard:

- The content of a GCSE specification in a modern language will provide an appropriate foundation for A-level study
- You are more likely to be accepted by a university if you have taken a language at GCSE level
- Language skills are needed **at all levels** in the work place: there is increasing demand for language skills in a wider range of jobs: *Business, Administration and Finance, Law, Health Hospitality and Catering, Media, Construction and the Built Environment, ICT, Hair and Beauty, etc.* [To find out more look for the posters on careers in languages around the school or go to www.languageswork.org.uk]
- Travelling / holidays
- You can use your Spanish GCSE as a stepping stone to further learning, training and employment

STUDENT QUOTE

“During the Spanish exchange, I realised that I could use the language I had learned at school. Studying Spanish at GCSE can be challenging but it is very rewarding to be understood by a native speaker. I also enjoy learning about other cultures and traditions.”

Travel and Tourism, BTEC Award

(New specification under review)



Level Available: Level 1/Level 2	Equivalent to 1 GCSE	Exam Board: Pearson/Edexcel	Qualification: BTEC Award	Specification Number: 603/3038/7
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COURSE DETAILS

This is a Level 1/2 certificate, with grading across levels from Level 2 Distinction* to Level 1 Pass, with Level 2 Distinction* the highest grade.

As the BTEC Teach Award in Travel and Tourism is a vocational introduction to the life and work in the industry, you can explore the sector whilst:

- Considering customer needs, in a given scenario, by planning a response to their brief
- Developing an understanding of what ownership types are and how organisations work together
- Considering how travel and tourism impacts on the economy, locally and globally
- Understanding how destination management works

ASSESSMENT

<p>Component 1 [30%] – Travel and Tourism Organisations and Destinations</p>	<p>Aim</p> <p>Examine the types and aims of travel and tourism organisations and different travel destinations.</p> <p>You will investigate travel and tourism organisations, their aims and how they work together. You will explore types of travel and tourism and the features that make destinations appealing to visitors.</p>
<p>Component 2 – [30%] Influences on Global Travel and Tourism.</p>	<p>Aim</p> <p>Investigate global travel and tourism and its impact on global destinations. You will explore the different factors which may influence global travel and tourism and how travel and tourism organisations and destinations respond to these factors. You will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development, to achieve sustainable tourism.</p>
<p>Component 3 [40%] – Customer Needs in Travel and Tourism</p>	<p>Aim</p> <p>Understand how organisations use market research within the travel and tourism industry.</p> <p>You will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. You will assess and apply your understanding by selecting products and services and planning a holiday to meet customer needs and preferences.</p>

APTITUDES NEEDED

- A curiosity about global travel
- Willingness to research and study global destinations
- Research and presentation skills
- Ability to critically evaluate different areas of the travel and tourism sector
- Good communication and interpersonal skills
- Attention to detail and the ability to carry out independent research
- Investigative and analysis skills

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

On completion of the course you could further your study in the following areas:

- Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares you to enter employment or apprenticeships or to move on to higher education by studying a degree in the tourism sector
- A-Levels as preparation for entry to higher education in a range of subjects



<i>Level Available: 1/2</i>	<i>Equivalent to 1 GCSE</i>	<i>Exam Board: WJEC</i>	<i>Specification Number: 603/7018/X</i>
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COURSE DETAILS

This subject will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated **practical skills**. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

The qualification is made up of 2 units:

Unit 1: ICT in Society

You will:

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

Unit 2: ICT in Context

Gain a working knowledge of databases, spreadsheets, automated documents and images Learn to apply your knowledge and understanding to solve problems in vocational settings.

ASSESSMENT

External Assessment [80 marks – 1 hour 20 minutes]

Unit 1 – ICT in Society (on-screen examination)

Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Internal Assessment [120 marks – 40 hours]

Unit 2 – ICT in Context (controlled assessment)

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

APTITUDES NEEDED

- Research and presentation skills
- Create and evaluate solutions
- Transfer competence in a familiar context to an unfamiliar context
- Communicate data and information in a form fit for purpose and audience
- Adopt safe, secure and responsible practice when using IT
- Think creatively, logically and critically evaluate your own and others' use of digital technologies
- Motivation to work independently

PROGRESSION - WHAT MIGHT HAPPEN AFTER KEY STAGE 4?

After completing the course, you can continue on to further vocational study with a BTEC National in IT or Computing at Level 3. You could also progress to a Computer Science AS or A Level, as well as apprenticeships or traineeships.

You will gain transferable skills during your studies, such as self-reflection, communication, teamwork and problem solving which will support your current and future progression.