

Springwood High School

Phone: 01553 773393

Fax: 01553 771405

Email: office@springwoodhighschool.co.uk

www.springwoodhighschool.co.uk



KS4 Choices Booklet

2019-2022

Springwood High School

**A guide for pupils and parents in
making the choice of subjects and
courses from those available for**

2019—2022

(Year 9 to Year 11)

Contents

PAGE NUMBER

Key Stage 4 at Springwood High School	2
Subjects taken in Years 9, 10 and 11	3
Where to go for advice	5
Opportunities for parents to seek advice	5
Level of course	6
Instructions on how to complete your choices	6

SECTION A - Core Subjects

English	7
Mathematics	8
Science	9
Religious Studies	10
Physical Education (core)	11

SECTION B - Selected Subjects

Art and Design	12
ASDAN	13
Business	14
Child Development and Health and Social Care	16
Computer science	17
Construction	18
Dance	20
Design & Technology	21
Drama	22
Economics	23
Food Preparation and Nutrition	24
French	31
Geography	26
German	31
Hair and Beauty Therapy	28
History	29
Information Technology	30
Music	32
Performing Arts – Musical Theatre	34
Photography	35
Physical Education	36
Rockschool	33
Sociology	37
Spanish	31

SECTION C – Completing the form

Quick guide to what's happening when	38
Notes for completing the subject choices form	40
Subject choices form	41

Key Stage 4 at Springwood High School

At Springwood we are committed to all students achieving the best they can whilst at our school. At Key Stage 4 this means students leaving with at least 10 GCSEs or equivalent qualifications at the best grade possible for the student. We offer an extremely wide range of subjects for study in Years 9, 10 and 11, and so it is important that the right decisions are made to allow appropriate pathways into further education and employment.

Every student will follow a core curriculum of English (Language and Literature), Mathematics, Science, Religious Education and Physical Education throughout Key Stage 4 which accounts for about 60% of their timetable. The remainder will be selected from the subjects in the following pages. These subjects include both traditional GCSE options as well as vocational courses.

This is a fantastic opportunity for students to begin to take control of their future: however we also realise that although this may be straightforward for many, it can also be quite overwhelming.

There is a vast range of guidance and support available to help you and your child make the right choices. This booklet is a starting point. You will already have met with your teachers at the recent parents evening, and there will be a further chance to discuss your choices at the options evening on Thursday 28th February. Please also refer to your progress in subjects so far by looking at your online report.

It is not always possible to accommodate all selections. We have to maintain reasonable class sizes and also try to work around “clashes”. As a result we ask you to indicate other courses you might consider. For some students it may be necessary to use these reserve choices and so they must be subjects in which you have an interest and ability.



SUBJECTS TAKEN IN YEARS 9, 10 AND 11

The subjects that you take in Years 9, 10 and 11 are divided into (1) a common core that everyone studies and (2) selected subjects. Some of the subjects you choose may take up double the teaching time of other subjects. Be aware of this when choosing.

Common Core

These subjects are described in Section A of this booklet. The subjects are:

English Language and English Literature
Mathematics
Science
Physical Education
Religious Education

All students will also continue to follow the Personal, Health and Social Education during tutor time, normal lessons and super-learning days.

Selected Subjects

These subjects are described in Section B. You need to choose additional subjects to the core which are worth a total of 4 units.

Points to consider when selecting subjects:

1. You are going to follow the course for three years so you need to choose subjects that you enjoy.
2. It is in your best interest to choose subjects in which you are likely to get the highest grades.
3. You must make sure that the subjects you choose are suitable for the career that you wish to pursue and for the Sixth Form or Further Education course that you might wish to follow.
4. It is extremely important that you research your choices very carefully as it is very difficult to change subjects once you have started in September. In most cases no changes will be allowed after the first half term, however for some courses the exact nature of the course may not be defined until the end of Year 9.
5. Some subject combinations are not possible (you cannot pick both drama and performing arts). Please check with your teacher if you are unsure.
6. Every student must also pick at least one from History, Geography, French, German, and Spanish.
7. You should not pick more than 3 non-GCSE subjects
8. It can be good to have a variety of subjects if you are not sure what your future career will be

The choices you have are:

SUBJECT	UNITS
GCSE Art and design	One unit
ASDAN	One unit
GCSE Business	One unit
Level 2 Child Development	One unit
GCSE Computer science	One unit
Level 2 BTEC Construction	One unit
GCSE Dance	One unit
GCSE Design & technology	One unit
GCSE Drama/Level 2 BTEC Performing Arts (Musical Theatre)	One unit
GCSE Economics	One unit
GCSE Food Preparation and Nutrition	One unit
GCSE French	One unit
GCSE Geography	One unit
GCSE German	One unit
VTCT Level 2 Hair & Beauty Services	One unit
Level 2 Health and Social Care	One unit
GCSE History	One unit
Level 2 Information Technology	One unit
GCSE Music or Level 2 V-Cert in Music	One unit
GCSE Photography	One unit
GCSE Physical Education	One unit
GCSE Sociology	One unit
GCSE Spanish	One unit

Remember to also choose two reserve subjects in case of “clashes”.

WHERE TO GO FOR ADVICE

Get advice about this important choice from as many people as possible. Do not be put off if they seem busy. Ask when it would be convenient for you to talk to them.

Mr Holmes \ Mrs Cuss/Mr Rawling /	For advice about the subjects you need for specific careers or courses you may wish to follow in the Sixth Form.
Heads of Department \ Subject Teachers /	For information on the work you will do in their subjects and the level most suited to you.
Mr Thompson, Mr Cuss, Form Tutor	For advice on suitable combinations of subjects.

OPPORTUNITIES FOR PARENTS TO SEEK ADVICE

Parents who have queries about:

- a) the content of a subject at a particular level,
- b) the subjects needed for specific careers,
- c) any other problems related to subject choice,

should ask staff mentioned above at the KS4 Curriculum Choices Evening on Thursday 28th February, where subject areas will be represented.

You can also find further information online at:

<http://www.workreadyschools.co.uk/schools/west-norfolk-academy-trust-springwood/>

<https://www.startprofile.com/>

<https://icould.com/>

<http://www.futuremorph.org/14-16/>

<https://www.russellgroup.ac.uk/media/5272/informedchoices-print.pdf>

<http://www.parentalguidance.org.uk/making-choices/making-subject-choices-at-age-12-14>



LEVEL OF COURSE

GCSEs

Pupils will follow a common course or in some cases a tiered entry course. The type of course depends on the examination at the end of it. Science and Mathematics have a tiered examination where students are entered for either Higher or Foundation and the tier of entry can change up until February of year 11. All other subjects now have a single tier of entry. Controlled assessment or coursework forms an important part of some subjects and where this applies it has been indicated under subject entries, or you will be informed about it during the course. Examinations in all subjects will be completed at the end of the course only, normally year 11.

The final results will be expressed as grades 1 to 9 where 9 is the highest level of achievement.

Vocational Technical awards (including Level 2 BTEC First/City & Guilds/OCR/Cambridge Nationals)

These have a value equivalent to particular GCSE grades. They will often involve a greater amount of coursework than a normal GCSE but will usually still have an element of external assessment, often in the form of an examination. Please see the subject entry on the relevant page.

WHAT TO DO NOW

After:

- a) you and your parent(s)/guardian(s) have read this booklet very carefully,
- b) you have obtained any advice you need at the interview and Choices evening,

then you are ready to make a choice of subjects.

INSTRUCTIONS ON HOW TO COMPLETE YOUR CHOICES

1. You can make a note on the choices sheet at the end of this booklet, using notes on page 41, however all choices are made online this year.
2. If you didn't do this on the SLD, register using the email sent to your school email address.
3. Go to: <https://www.sims-options.co.uk>
4. Use the menus to select one subject from the EBACC section and another 3 from the remainder. Don't forget to select at least 2 reserves. All selections should be made in order of preference.



5. Please ensure that this is completed by **THURSDAY 14th MARCH 2019**

Where a subject cannot be supported owing to lack of numbers or “clash” of subjects, we will look at your reserve choices and inform you and your parents of this.

Section A (Core Subjects)

ENGLISH LANGUAGE AND LITERATURE

The study of English is a compulsory element of the GCSE curriculum: a good pass in either English Language or English Literature opens many doors for students, whether it be for employment purposes; entry into post-16 education; or with the intention of studying the subject at a higher level. English provides students with an array of fundamental and transferrable skills that will serve them well whatever their future plans. Not only this, English is a culturally rich subject offering moral lessons; varied perspectives; and, of course, engaging stories that have been beautifully crafted by some of our best loved writers.

Studying English at GCSE simply builds on the fundamental skills that have been embedded and developed across Years 7 and 8. We believe that the curriculum in the lower years offers suitable challenge and focus to facilitate a smooth transition into the expectations of Year 9 and beyond. Year 9 acts as a bridging year where the development of reading skills is addressed in a more holistic manner in preparation to begin studying the core texts for English Literature. Writing skills also continue to be assessed regularly through writing for a range of different purposes and audiences.

We follow the Edexcel English Language specification and AQA English Literature. Assessment is through 100% examination and graded 9-1. A Spoken Language Endorsement must be completed alongside English Language: this is a separate qualification that is graded as Pass, Merit or Distinction.

The texts for English Literature are taught across Year 10; this provides a context within which to teach the skills for both English Language and English Literature, many of which cross over. This means that all necessary content is covered in Year 10 to allow for very refined and focused revision of skills during Year 11. Students must study a 19th Century novel; a modern drama or novel; a Shakespeare play; and thematically linked poetry. Key skills include the analysis of language and structure; comparison of texts; and the ability to communicate ideas effectively and accurately.

MATHEMATICS

Mathematics is taken by all students as a GCSE as it covers many of the basic skills that you will need throughout your life. You will use much of what you learn in GCSE Maths in other GCSEs that you study. In Science, you may be asked to use formulae and solve equations, in Geography you will need to read charts, diagrams and statistics and in Technology you will need to use measures and make scale drawings. Most college and 6th form courses require GCSE Maths as do many jobs and careers, and it is likely that if you do not gain a grade 5 maths by the end of Year 11 you will be required to continue studying maths at level 2 in further education. The course covers a wide range of mathematical knowledge and skills and will continue to build upon what you have learnt so far.

The course specification should enable you to;

1. develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. acquire, select and apply mathematical techniques to solve problems
3. reason mathematically, make deductions and inferences and draw conclusions
4. comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

You will begin your GCSE in Year 9 and will sit your exams at the end of Year 11.

We follow the AQA 8300 Mathematics GCSE which is 100% examination. You will sit 3 exam papers (one non-calculator paper and two calculator papers) and each paper is 90 minutes. During lessons you will occasionally be required to complete short tasks or investigations that demonstrate your understanding of the work.

There are two tiers of entry;

Higher leading to grades:	9, 8, 7, 6, 5 and 4
Foundation leading to grades:	5, 4, 3, 2 and 1

Your performance in Years 8 and 9 will strongly influence which tier you are entered for.

We actively encourage you to seek help to improve your understanding of this subject. After school revision/help sessions are run every week on Tuesdays, Wednesdays and Thursdays in B3; these are for anyone at any time of year. You will also be encouraged to purchase a revision guide – these are currently available from the school shop. All students must have a **scientific** calculator. These too can be purchased from the school shop.

SCIENCE

All students will start studying GCSE Science in Year 9, and through into Years 10 and 11. At the end of Year 10, through consultation with their subject teachers and tutors and the completion of an end of Year assessment, they will be selected for either the Combined Science GCSE program or the separate GCSE Science program. The qualifications that students will achieve are

EITHER:

- **AQA GCSE Combined Science Trilogy**

OR

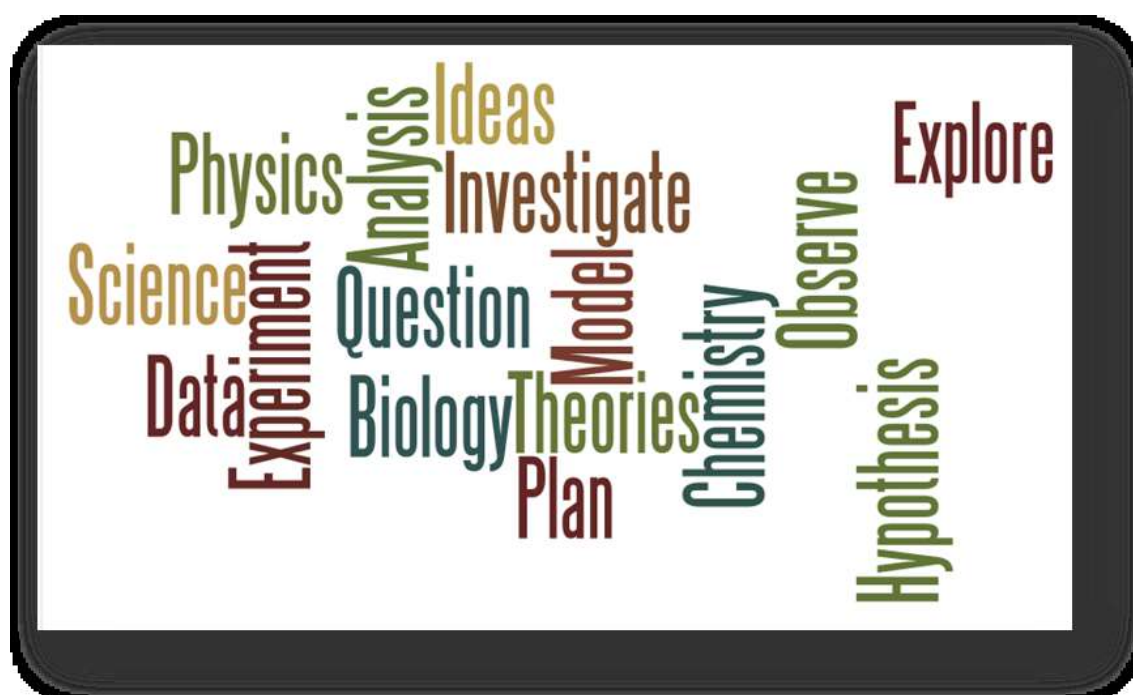
- **AQA GCSE Biology, Chemistry and Physics**

GCSE study in Combined Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

In both courses students will develop scientific knowledge and understanding of all three sciences. They will learn how to develop their own scientific enquiries that help them to answer scientific questions about the world around them. Using observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments. They will also develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

The Combined Science course will cover a narrower range of material than the individual Science courses, but at the same depth. Both courses will enable students to progress on to A-Level Sciences.

The assessment for both courses will be linear (examinations at the end of the course) and will have a practical aspect.



RELIGIOUS STUDIES

All students will begin studying for a GCSE in Religious Studies at the start of Year 9 and will continue work on this in Years 10 and 11.

In Year 9 we study two contrasting religions as part of our GCSE course. **Hinduism** is an eastern religion and is one of the oldest of the major religious traditions. Does it believe in one God – or in many? Is there any proof about reincarnation? What does a Hindu temple (Mandir) look like? **Christianity** is a western religion, and one with close links to aspects of European history. Do all Christians believe the same thing? Is there proof that there was a historical person Jesus? What do Christians actually say about the Bible?

In Year 10 and 11 we study some **Philosophical and Ethical questions**:

How did the world come into being? What is the Big Bang? Can you believe in both God and Scientific ideas? Are humans superior to animals? Do we have a right to die? Is it ever right to kill? When does human life begin? What is charity all about? Should we care about what happens in other countries? Are all human beings equal? Should all human beings be equal?

These are big questions, they are important, they are relevant to everybody – for that reason Religious Studies has become a popular course in British Schools today. While we focus our studies on Hinduism and Christianity, students are also encouraged to consider other religious and non-religious responses, developing their own opinion on issues.

Students will sit exams in the summer term of Year 11. As we go through the course students build up books full of work, both classwork and homework, which they can use to revise from for the exams. There is no coursework.

Long gone are the days when people believed that you only opted for Religious Studies if you wanted to be a vicar! Religious Studies is now recognised as a qualification that is both relevant and important in the modern world. Whether you follow a religion or not, religion and religious beliefs can have a huge effect on the world in which we all live. This course covers a number of important topics, issues that will matter in the 'real world'. We consider religious opinions on these issues, and what you think. This is a GCSE where your opinion matters! Whatever career you are aiming for, this qualification will be useful because it helps you develop your understanding of humanity. Doctor, lawyer, teacher, hair dresser, engineer, retail assistant, builder – all jobs involve the need to work with people and show understanding of different opinions. The course also helps you to think about your own views in greater depth, developing skills of analysis and evaluation.

If you have an interest in people, an interest in current moral issues, an interest in deep thinking – RE is perfect for you!

More information available in S2, or see your RE teacher.



PHYSICAL EDUCATION (CORE)

During Year 9 pupils will continue to follow the curriculum as they have in Years 7 and 8.

By the end of Year 9, all pupils will have received a thorough grounding in a variety of activities and in Years 10 and 11 our aim is to develop this experience. During Year 10 the students maintain this curriculum but as they enter Year 11 they may have the opportunity to choose an option route for their timetabled lessons

The Physical Education Programme for Years 10 and 11 pupils is designed to give a finer appreciation of the major sports i.e. football and netball, as well as 'taster' courses in other sporting activities e.g. Step Aerobics.

On Site

Aerobics/ Step Aerobics
Athletics
Basketball
Circuit Training
Cricket
Football
Handball
Hockey
Rounders
Rugby
Softball
Tchoukball
Ultimate Frizbee
Table tennis
OAA
Volleyball

Off Site

Fitness Gym
Swimming

Consequently the Physical Education Programme enables the school leaver to make an informed choice when selecting an active leisure pursuit and encourages them to pursue a healthy active lifestyle.



Section B (Selected Subjects)

ART AND DESIGN

GCSE Art and Design is an exciting and varied course, which combines traditional drawing and painting with ICT and academic skills. GCSE is a structured course which develops student's practical and analytical skills, which can be used in higher level studies and in the workplace. GCSE Art and Design is a qualification which shows universities and employers creative as well as academic ability.



Course content

- Unit 1) Personal Portfolio made up of two projects, one which is a self-directed in students specialist course area and theme. (Coursework 60% of Marks)
- Unit 2) Externally Set Assignment ran over twelve weeks with a 10hr practical exam. (Exam 40% of Marks)



Both units are theme based and will give students the opportunity to –

- Develop their practical and visual skills.
- Experiment with different media such as ICT and sculpture.
- Academic research and analysis of art history, artists and illustrators.
- Express their ideas using a range of media including Photography, drawing, painting, Photoshop, printing and Sculpture.



There will be an emphasis for each pupil to develop an individual and independent approach to the set theme, building up a personal profile of work.

It will be important for the students to have a suitable A2 folder to transport and store their work as well as a good quality sketch book. Over recent years students have purchased them from Springwood at a cost of £2.50 each. We envisage doing the same for this cohort.



ASDAN

Access to the course is by invitation only from the course leaders.

ASDAN Bronze and Silver Awards offer flexible, activity-based programmes focussing on the development and accreditation of personal and social skills and although it is not a GCSE subject, students' achievements on this course are recognised by colleges.

The aims of the programmes are:

- To enable young people to understand themselves and others better;
- To be more prepared for making the transition to adult life;
- To become an effective member of adult society.

The emphasis is on co-operation and collaboration, rewarding achievement and assisting progression of learning. Challenges and activities will develop the following skills:

- Communication
- Working with Others
- Improving own Learning and Performance
- Problem Solving

ASDAN Awards do not have exams but students produce a portfolio of evidence of their achievements which is continually assessed internally by Award Co-Ordinators and some students' work is sent for external moderation. Units will be selected based on the overall needs of the group

When students have completed the Awards, we will offer additional support and study time for their exam subjects.

BUSINESS – *Two Options available*

BTEC Technical Award in Enterprise

This gives qualification gives learners the opportunity to:

- Gain a broad understanding and knowledge of a vocational sector
- Investigate areas of specific interest
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions
- Progress to either academic or more specialised vocational pathways into further study or an apprenticeship

In addition the qualification will:

- *Provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways*
- *Enable learners to enhance their English and Mathematical competence in relevant, applied scenarios*
- *Support learners' development of transferable interpersonal skills, including working with others, problem-solving, independent study, and personal, learning and thinking skills*

The course is split into 3 units

Unit 1 Exploring Enterprises - Coursework

- ❖ Examine the characteristics of enterprises
- ❖ Explore how market research helps meet customer needs and understand competitor behaviour
- ❖ Investigate the factors that contribute to the success of an enterprise

Unit 2 – Planning for and Running an Enterprise - Coursework

- ❖ Explore ideas, plan and pitch for a micro enterprise activity
- ❖ Operate and review the success of a micro enterprise activity

Unit 3 – Promotion and Finance for Enterprise- 2 Hour Exam

- ❖ Promotion
- ❖ Financial records
- ❖ Financial planning and forecasting

OCR GCSE Business

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

There will be **two exams** taken at the end of Year 11

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Business Activity • Marketing • People 	<p>Business 1: Business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes</p>	<p>50% of total GCSE</p>
<ul style="list-style-type: none"> • Operations • Finance • Influences on business • The interdependent nature of business 	<p>Business 2: Operations, finance and influences on business (02) 80 Marks 1 Hour 30 Minutes</p>	<p>50% of total GCSE</p>

Which one should I choose?

If you feel that exam performance is not one of your areas of strength then you may prefer the BTEC route which is mainly coursework with just one exam.

What jobs can I get with business studies?

Accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations, retail management, sales and marketing.

What employability skills can I gain with business studies?

Analytical ability, communication and presentation skills, goal setting, leadership skills, numeracy, problem solving, team work and time management.

CHILD DEVELOPMENT & HEALTH & SOCIAL CARE

Depending on interest from students the Vocational Faculty will be offering either of the above.

BTEC Level 1/ 2 Award in Child Play Learning and Development

This qualification has been designed to give knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at learners who wish to be introduced to childcare and development for children aged 0-5 years.

Assessment for this unit is through two internally graded coursework and students must be skilled at meeting deadlines and also an externally assessed Synoptic Assessment unit, which is an exam

BTEC Tech Award in Health and Social Care level 2

In this subject you will study and learn from a variety of themes, which are as follows:

- Human growth and development
- Factors which affect Growth and Development
- Care values and empowerment
- Communication
- Health Promotion.
- Health Professionals and their job roles and responsibilities

Assessment in this subject is completed in a variety of ways, this includes a written assessment taken under controlled conditions at the end of the course and extensive coursework, and students must be skilled at meeting deadlines.



COMPUTER SCIENCE

Examining Board:	OCR
Assessment:	
50%	Computer Systems - 1 hour 30 minutes written exam
50%	Computational Thinking - 1 hour 30 minutes written exam
Mandatory	Programming Project
Staff Contact:	Mrs T.Churchyard(HOD), Mr D.Manu

Course Description

A Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. A Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

The content for OCR GCSE (9-1) Computer Science has been improved and reformed to meet the demands of a modern and evolving computer science industry and educational sphere.

The new specification is split into three components:

Component 01 – Computer Systems

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory:

• Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • Network security • System software • Moral, social, legal, cultural and environmental concerns.

Component 02 – Computational Thinking

Algorithms and Programming. This component is focused on the core theory of computer science and the application of computer science principles:

• Translators and facilities of languages • Algorithms • High- and low-level programming • Computational logic • Data representation. Practical investigation

Component 03 – Programming Project

This component is coursework where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

• Programming techniques • Design • Development • Effectiveness and efficiency • Technical understanding • Testing • Evaluation

Student Progression

Computer Science is an exciting GCSE subject and the depth of coverage means that it will provide a solid foundation for either the study of A Level Computer Science, apprenticeships or employment.

At Advanced Level, the subject is chosen by students considering a range of professional careers and is highly regarded by Russell Group universities.

Computer Science opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries.

Skills and Aptitude required

- Good problem solving/logic
- Good numeracy (ideally set 1 or 2 in maths)
- Motivation to work independently
- Passion for understanding how computers work.
- Perseverance to solve problems (especially programming)

Construction and the Built Environment (Level 2)

Year 9

An introduction to the Health and Safety aspects of the Construction Industry. Students will be investigating:

- The Health and Safety at work Act.
- Control of Substances Hazardous to Health.
- Risk Assessments.
- Personal Protection Equipment.
- Construction Safety Signs.
- Fire Extinguishers.



An introduction to the practical/hand skills used in the Construction Industry:

Students will develop hand skills and safe working practises by completing practical tasks.

Students will investigate the tools, materials and methods used to make a project. Usually concentrating on Carpentry and Joinery projects but theory and practical work associated with Brick-laying, Plumbing, Painting and Decorating will be undertaken.

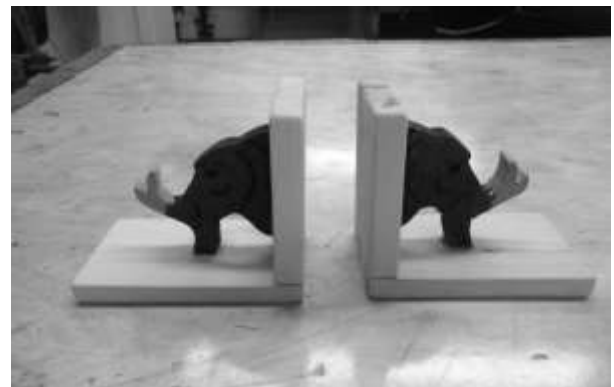
An introduction to drawing, reading and understanding construction plans. Students will investigate:

- Symbols used on construction plans and drawings.
- Scale and measurement.
- Producing simple drawings by hand
- Computer Aided Design.

An Example of the Year 9 Bookends Project

An introduction to the skills and techniques used to schedule and sequence work:

- Method Statements
- Flow Charts
- Gant Charts



Year 10

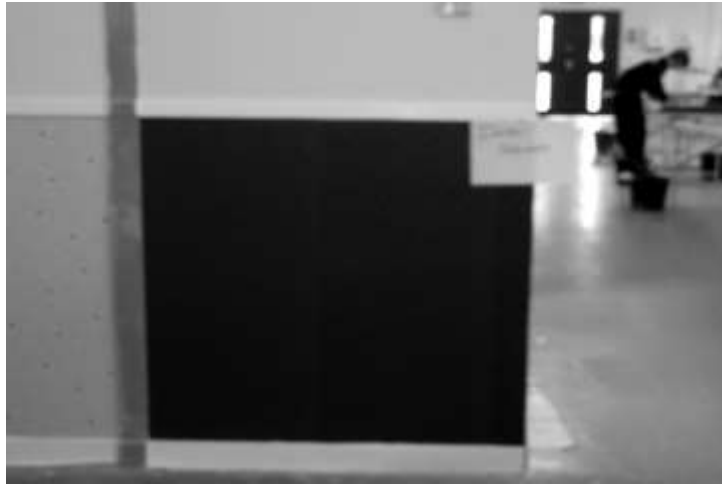
Students will undertake three practical tasks and produce a portfolio of evidence to show their knowledge of the skills, tools, materials, health and safety and the sequencing of procedures used to complete the tasks.

Carpentry and Joinery requires the construction of a timber frame using four different types of joint.



Bricklaying requires the construction of a cavity wall with a decorative diamond pattern.

Painting and Decorating requires an area of wall to be prepared, painted and wallpapered.



Health and Safety and safe working practises are an important part of the course and will be taught and used throughout the course.

Health and Safety will be included in all practical task portfolios and will culminate in an externally assessed, computer based, multiple choice examination.

Theoretical Building Project

Job roles:

Students will investigate and produce portfolio evidence about the responsibilities linked to different jobs, careers and the skills required to complete a theoretical construction project.

Quantifying:

Students will learn the techniques and produce portfolio evidence of how to quantify resources, (*materials and time*), to complete a theoretical construction project.

Scheduling:

Students will learn how to schedule construction work procedures to efficiently complete a theoretical construction project. Portfolio evidence would take the form of Method Statements, Flow Charts and Gant Charts.

AQA GCSE Dance

Dance is a powerful and empowering form of nonverbal communication and it is both physical and expressive. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles that can be seen in the United Kingdom today. Students can choose any style in which to perform and choreograph, providing the choice allows them to access the full range of assessment criteria.



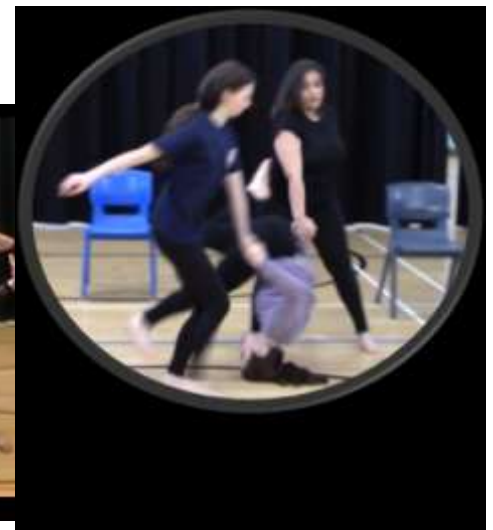
Component 1: Performance and choreography

Performance 30%

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

Choreography 30%

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)



Component 2: Dance appreciation

Appreciation 40%

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works



“Dance has challenged me academically and physically and the confidence I have gained is incredible.”

Dance as an Industry

The dance economy employs around 30,000 people; dancers, teachers, choreographers, technicians and managers. People work in the dance community as practitioners, promoters, producers, designers, publicists, physiotherapists, medical practitioners, writers and academics. Audiences for dance have grown by 13.7% in recent years and by over 28.8% in contemporary dance. Students taking Dance at GCSE level has now increased by 235%.

GCSE Design and Technology

Overview of Course Changes:

The Design and Technology (D&T) GCSE course no longer consists of stand-alone subjects and students cannot opt for just one subject i.e. Graphics or Product Design. The new course format will now be an amalgamation of the three core D&T subjects of **Graphics**, **Resistant Materials** and **Textiles/Fashion**. The design process will feature prominently throughout the course.

This is a single GCSE which will require students to complete a controlled assessment and an exam.

Introduction to Key Stage Four:

Students will develop their subject knowledge in Design and Technology by building on their existing Key Stage Three skills, incorporating knowledge and understanding of a range of different materials and manufacturing processes in order to design and make. Students will learn design skills and learn how to identify a consumer need/design problem and develop a solution in the form of a prototype and final model using a range of D&T skills.

The course will provide students with the opportunity to develop their design and modelling skills, increase their subject knowledge and strengthen their understanding of graphics, textiles and product design media through a “design and make it” philosophy.

Year 9

Students will work with many D&T design principles and they will have the opportunity to experiment with a wide range of project themes to develop and explore their skill set and determine where their interests lie before commencing into Year 10 and 11. The Year 9 projects will cover areas such as **technical drawing**, **CAD/CAM (Computer Aided Design/Manufacture)**, working with **specialist tools and equipment**, and the use of various construction materials including **fabrics, card, metal, acrylic, timber, etc.**

Year 10 & 11

The Design and Technology course consists of a 30 – 35 hour coursework project where the students will consolidate and expand upon the skills learnt in Year 9 and leading to a final examination at the end. Students will have the opportunity to specialize and create their own design brief by selecting one of the design disciplines studied from Year 9.

If you chose Design and Technology please can you specify whether it is Graphics (CAD/CAM), Textiles or Traditional Resistant Materials (Timber, metal, smart material and acrylic).

GCSE Drama

Drama is an artistic subject where students explore ideas and issues, learning key performance and evaluation skills. We spend a good deal of time on creating devised and text work and there is plenty of practical work throughout the course.

Drama is a stimulating and fulfilling subject. Its skills in terms of confidence building and promoting communication and teamwork are highly valued in the world of work. With the arts now being the leading growth industry in the UK, Drama is seen as one of the key subjects for the workforce of the future.

Our drama studio is designed specifically for students and is very flexible. We have wonderful sound and lighting facilities and students are introduced to a full range of technical skills as a part of the course.

Successful students are committed to their work and often give up their spare time to take advantage of the many extra-curricular events that we stage each year. Drama, whilst very enjoyable and often inspirational, is not an easy subject and it requires, above all, high levels of concentration and self-discipline. Attendance needs to be good as you will be frequently working as part of a team. Performance is a key part of the course.

Component 1: Devising theatre (40% of the GCSE)

Students will create a performance in groups responding to a stimulus and applying the techniques of a given practitioner. In addition, the students will create a written portfolio documenting the rehearsal process and write an evaluation under timed conditions.

This unit is internally marked and externally moderated

Component 2: Performing from a text (20% of the GCSE)

Students will perform two scenes from a script to an external examiner. This will be in pairs or small groups.

Component 3: Interpreting theatre (40% of the GCSE)

This is the study of a set text in preparation for a final, externally marked, written exam. The play will be explored from the point of view of an actor, designer and director. During the course, we will arrange a visit to the theatre and it is compulsory that students attend as there will be a play review question in the written exam.

GCSE ECONOMICS

Is this the right subject for me?

If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve problems
- learning about the world through research and investigation, as well as through practical tasks

then the GCSE Economics course is the right subject for you.



What will I learn?

While studying the units of this course you are likely to learn a lot of new things.

You will find out how to think like an economist and learn how the economy functions, the government's role in the economy and its impact on business. You will also examine what causes businesses to fail and how businesses grow. You will study many issues within the world of business such as inequality.

Introduction to economics

Students are introduced to fundamental economic terms and concepts and apply them to explain how markets work in contemporary contexts. They study the roles of the main economic agents, how they interact, and the importance of financial markets. There are two topics:

- Introduction to economics
- The role of markets and money

National and international economics

Students develop their understanding of how governments aim to achieve economic objectives and the effects of economic policies on markets, as well as the importance and impact of international trade. There are two topics:

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

<ul style="list-style-type: none">• Introduction to Economics• The role of markets and money	Introduction to Economics (J205/01)* 80 Marks 1 hour 30 minute written paper	50% of total GCSE (9–1)
<ul style="list-style-type: none">• Economic objectives and the role of government• International trade and the global economy	National and International Economics (J205/02)* 80 Marks 1 hour 30 minute written paper	50% of total GCSE (9–1)

What can I do after I've completed the course?

The course helps you prepare for further and higher education in Economics at AS/A2. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. A GCSE Economics course could lead to work in a wide range of professions such as accountancy, law, marketing, teaching, management or politics.

GCSE FOOD PREPARATION AND NUTRITION



This is a single GCSE which will require students to complete a controlled assessment and an exam.

The GCSE in Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

It can lead to a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Students studying this GCSE will explore:

- **Nutrition and health** eg how to plan a balanced diet for people at different life stages.
- **Food provenance** eg where and how foods are grown.
- **Food choice** eg the range of factors that influence food choices including cost, seasonality and availability.
- **Food science** eg the scientific principles underlying the preparation and cooking of food.
- **Food preparation and cooking skills** eg the demonstration and application of cooking skills to produce a wide range of predominantly savoury dishes.

This is a rigorous course in which students must:

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

Expectations of students opting for Food Preparation & Nutrition:

It is expected that pupils opting to study this GCSE should be able to display the following:

- Successful completion of the majority of the projects taught at KS3 in order to have developed the core knowledge and practical skills required to be successful .
- An excellent level of organisation in order to complete the controlled assessment successfully.
- A desire to learn about the relationship between diet, nutrition and health.

Plans for Year 9:

In Year 9 students will complete a foundation course to prepare them for the new GCSE. This is a practical and creative course which focuses on providing students with the necessary practical skills and nutritional knowledge they will need. By the end of the course pupils will be able to:

- Understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
- Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.
- Understand the source, seasonality and characteristics of a broad range of ingredients.
- Modify recipes and cook a range of dishes that promote current healthy eating messages.
- Use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.
- Use a broader range of preparation techniques and practical skills when cooking.
- Adapt and use their own recipes to meet a range of dietary needs and life stages.
- Use awareness of taste, texture and smell to decide how to season dishes and combine ingredients.
- Apply the principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.
- Cook a range of high quality dishes with a good level of finish and presentation, containing a variety of different colours, flavours and textures.

Costs involved in the course:

- Students are expected to provide all ingredients from home, however there are some circumstances where school will subsidise this. We do try to limit and guide pupils to ensure all products are cost effective.
- An A4 ring-binder will be required for storing notes and work for all of the practice assignments undertaken.
- Students will also need suitable containers to cook and take home dishes

Career Pathways:

Students opting for a GCSE in Food Preparation and Nutrition can go on to have successful careers in nutrition, food education, food technology and development, food preparation and the hospitality industry. There is also the opportunity to attend college and study food to BTEC or degree level. Apprenticeships are also available in a variety of local establishments.

GEOGRAPHY

Every day we hear about people and places in our world. Newspapers, the television and the internet tell you about the complex issues that affect your lives. Geography at **GCSE** can help you to understand the physical and cultural realities of your planet as well as its varied and complex environments. Like most other GCSE subjects, there are few jobs which demand a qualification just in Geography but the subject is widely accepted as a good balancing subject – a bridge between the arts and sciences giving you flexibility for further study of Geography or related subjects.



Geography at GCSE will build upon and extend the work done by you at KS3 and provide you with opportunities to acquire knowledge and understanding of a range of places, environments and topics. The course delivered is the **AQA Specification** and the content is divided into **three examination papers**:

Paper 1 Living with the physical environment (35%)

- Topic 1 – **The challenge of natural environments** (Extreme Weather, earthquakes, climate change)
- Topic 2 – **The living world** (Tropical rainforests and hot deserts)
- Topic 3 – **Physical landscapes in the UK** (Coasts and rivers in the UK)

Paper 2 Challenges in the human environment (35%)

- Topic 4 – **Urban issues and challenges** (Population and urban environments, including slums)
- Topic 5 – **The changing economic world** (Development and the global gap between rich and poor)
- Topic 6 – **The challenge of resource management** (How we manage the earth's food, water and energy)

Paper 1 and 2 are both worth 35% of the course and each exam is 1 ½ hours in length. Total marks for each paper is 88, of which 3 marks are for SPaGST – spelling, punctuation and grammar and use of specialist terminology. Geographical skills are also examined in each paper.

Paper 3 Geographical applications (30%)

Section A – Issue evaluation. You will be given a pre-release resource booklet 12 weeks before the exam. The topic in the pre-release booklet will change each year.

Section B – Fieldwork investigation. You will be questioned on the skills developed and data collected during the course's two compulsory fieldtrips.

VTCT: LEVEL 2 CERTIFICATE IN HAIR & BEAUTY THERAPY (VRQ)

This is a Technical Award specifically for 14-16 year olds and is an A*- C GCSE equivalent course, with grades from Distinction* to Pass. The aim of this qualification is for students to develop a broader understanding of the hair and beauty sector, so they are prepared and equipped with the knowledge, understanding and skills to pursue a career in this industry.

Students will -

- develop a broad and comprehensive understanding of the hair and beauty sector
- develop knowledge which spans the entire vocational sector and related industries
- develop academic study and transferable skills that will support progression within the hair and beauty sector and more broadly

This qualification includes two mandatory units and 2 optional units. Students will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media, business) to develop themselves and the skills and attributes required by employers and further education to progress further within this industry.

The units that make up this qualification include 2 mandatory units:

Understanding the hair and beauty sector – this unit will develop an understanding of the structure and importance of the hair and beauty sector. Students will learn about the products used, and services and treatments provided throughout the sector as well as career opportunities.

Hair and beauty research project – this unit will show students how to plan a hair and beauty research project. Students will then produce a research proposal and conduct their research into a particular topic area of the hair and beauty sector.

Students will also study 2 of the following units:

Business enterprise in hair and beauty (optional) - students will research and develop new ideas for a business enterprise in hair or beauty.

Marketing and promotions in hair and beauty (optional) - students will look at a hair or beauty business and then develop their own marketing materials and activities to support a product or service.

Hair and beauty science (optional) - students will develop an understanding of the chemistry of hair and beauty products. They will also learn about the anatomy of the skin and hair and produce a formulation for a hair and beauty product.

Responding to a hair and beauty design brief (optional) - students will develop an understanding of design briefs throughout the hair and beauty sector. They will then be set a specific design brief to which they have to respond by researching the area, presenting their ideas and justifying their choices.

Assessment

All theory work is marked and each unit counts for 25%. While students will be taught a range of practical skills this does not count towards the final grade.



HISTORY AT GCSE

Exam Board: Edexcel

Assessment: 100% exam based. Three exams in Year 11.

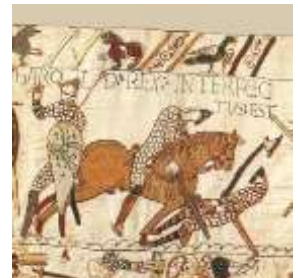
Teachers: Mr Whitlam, Miss Dallimore, Mrs Leeke, Mrs Warnes, Mr Scoles

Content:

Students will begin Year 9 by learning about the History of Medicine from the Middle Ages until the 21st Century. Along the way we will look at key individuals behind these changes such as Edward Jenner, Florence Nightingale and Alexander Fleming. A case study will be made of Medicine in the Western Front during the First World War.



In our second unit we will learn about the structure of Anglo-Saxon England under Edward the Confessor and Harold Godwinson, the events of 1066 when four contenders competed for the throne of England, and the rule of the eventual victor, William the Conqueror.



By Year 10 we will be studying the American West in the 19th Century, looking at the lifestyle of the Native Americans who lived on the Great Plains and the various groups of settlers who moved west looking for a new life. We will finish this unit by looking at the complete destruction of the nomadic lifestyle of the Plains Indians.



In our final unit, students will study Germany in the 20th Century. The course will begin by looking at the rising popularity of Hitler after the First World War. We will then move on to his progress from democratically elected Chancellor to brutal dictator and finally on to life in Nazi Germany.

Future Careers:

History is a traditional academic subject valued by employers and educational institutions. As well as the careers directly related to the subject such as those in education or museums and heritage, History is also suitable for a wide range of professions due to the high level of literacy required, as well as the ability to make a sustained and well supported argument. Indeed, History is the single most popular choice of degree amongst board members of FTSE 100 listed companies.



INFORMATION TECHNOLOGY

Examining Board: Pearson

Staff Contact: Mrs T.Churchyard(HOD), Mrs M. Bye, Mrs L. Howlett

Course Description

This qualification aims to: equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use; enable young people to use digital tools as a means of expression to inform, persuade and entertain; foster young people's creativity and develop their independent learning skills; challenge young people to reflect on what they produce and strive for excellence; increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights; equip young people with professional, real-world skills in planning, project management and communication; give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

The coursework (worth 75% of the qualification) aims to broaden and enhance your IT skills and capability. You will work with a range of digital tools and techniques to produce effective IT solutions in a range of contexts. This qualification is tailor-made to meet the needs of today's creative industries, it covers creative multimedia, artwork and imaging and developing web products.

Example coursework:

CLIENT BRIEF (Example)

- *Crawdale village hosts a food festival annually and they require graphics to support the organisation and publicity.*
- *Crawdale food festival requires a corporate logo, blimp, banner and stalls designed for exhibitors to use.*

The exam (worth 25% qualification) unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features. You will demonstrate your ability to design, build and test a web product in a practical computer-based examination set by Pearson.

Student Progression

An Award in IT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries.

IT qualifications open doors to diverse career paths such as games design, web and animation development and mobile application development.

IT is an exciting subject and the depth of coverage means that it will provide a solid foundation for either further study or employment.

MUSIC @ KS4

Is this the right subject for me?

If you enjoy music and are learning an instrument or sing, would like to create music of your own, or simply want to broaden your knowledge of all types of music, then there is a KS4 music course for you!

We offer two different qualifications at KS4 – a traditional GCSE as well as a Popular Music course titled Rockschool. This allows us to provide an interesting and fun course for everyone who wants to continue to learn about music.

In Year 9, you will spend your time developing your basic musical skills through a series of enjoyable practical tasks which will look at elements of both the GCSE and the Rockschool course. Coursework for both qualifications will start officially in Year 10.

GCSE Music

What will I learn?

During the course you will learn how to develop your skills as a performer by watching and assessing performances as well as performing yourself both as a soloist and in an ensemble. You will also learn about composition and will write two short compositions. You will also listen to and learn about a wide variety of music from classical to jazz, musicals, rock and pop songs, dance music and music from around the world.



How will I be assessed?

Performing: You will be internally assessed for a solo and an ensemble performance which can take place at any time during the course.

Composing: You compose two pieces of music which are internally assessed.

The **listening and appraising** component is assessed through a 90-minute written paper which is externally marked.

What do I need to know, or be able to do, before taking this course?

The most important thing for anyone opting to take music at GCSE is that you must play any musical instrument or sing to a reasonably competent level. By the end of the course you should be capable of performing at grade 3 standard, although to access the highest grades, you will need to be more advanced. You will also need to be able to read music to at least a basic level. It goes without saying that you should have an active interest and passion for music!

Above all this is an enjoyable subject! Not only do you learn about lots of different music, you'll be mixing with like-minded people. Universities love musicians whatever subject you eventually study, and good instrument grades can mean UCAS points!

Rockschool

Level 2 Music Practitioner

Is this the right subject for me?

If you enjoy performing rock and pop music, this is a good subject to choose. If you want to learn about how to record music in a recording studio, the way in which the music industry works, how to organise a musical event, or simply enjoy writing music, this is the course for you!

What do I need to know, or be able to do, before taking this course?

Unlike GCSE, this course does not require you to be of a particular standard when you start the course – it just needs you to be enthusiastic about music. This is because you assess your starting levels and get marked on your progression from that point, so you can start the course with very little practical experience and build from there. It is also great for more experienced players who want to develop their skills.



What will I learn?

This is a vocational course that allows musicians with any level of experience to develop both their practical skills as well as learn about commercial and business aspects providing students with the skills to develop realistic employment opportunities within the music industry.

I don't play an instrument but I love music...

The great thing about this course is that it is modular, and there are several different pathways that you can follow – you don't have to be a performer. If you like writing and arranging music on a computer, or if you want to learn about how to use a recording studio, or if you want to learn about the business side of the industry, there is a pathway for all of these options.

How will I be assessed?

This qualification is assessed through internal assessment of three units and an external moderation of one unit. Not only does this course give you a credited qualification, it also provides contemporary knowledge of the Music Industry and career pathways for the future.

Where might a music qualification this lead me?

The music and entertainment industry in the UK is a huge industry that employs many tens of thousands of people. Some people are performers, but many thousands more provide the support structure – management, journalism, production, accountancy and marketing for example. What links all these people is a love of music that often started at school. Music is also great for developing your social skills and team working. Universities and employers invariably regard candidates with a musical background and qualification favourably as it shows that you have some really good transferrable skills such as listening and teamwork!

BTEC Level 1/2 Technical award in Performing Arts (Musical Theatre)

Exam Board: Edexcel

How will I be taught? The emphasis of this course is very much on exploration of professional and existing works through both practical and theory studies. You will be given the opportunity to explore different musicals and devise your own work. Continuous assessment of written work is key to this course.

What skills are required and what skills will I develop?

You will need to be very enthusiastic about performing arts and committed to all elements of this course. **You will be expected to have a go at singing, dancing and acting** as well as the written elements to ensure you pass the course. You will need strong team work skills, high attendance and a can do attitude.

Where can Performing Arts lead?

Students who generally achieve a Level 2 Merit or above might consider progression to:

- A-Level drama as preparation for entry into higher education in a range of subjects
- BTEC Level 3 in Performing Arts, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the performing arts or production arts areas. Students can go on to study Drama, dance, Music, Musical theatre and/or Performing Arts at university or Performing Art specialism Schools (via audition). Careers in leisure and the media are also possible pathways. The course also acts as an excellent training for prospective teachers, business people, social workers, in fact any field in which group skills, interpersonal skills and creativity are valued.

Course Content:

Component 1: Exploring the Performing Arts (30% of your overall grade)

You will develop your understanding of the performing arts by examining practitioners' work and the processes used to create performance. **This is a 100% theory based unit.**

Component 2: Developing skills and techniques in the Performing Arts (30% of your overall grade)

You will take part in a series of workshops and rehearsals. You will develop your skills in singing, dancing and acting through the reproduction of an extract from a musical. You will need to write consistent diaries evaluating your skills as you go through the process of the workshops, rehearsals and final performance. **This is 50% theory and 50% practical unit.**

Component 3 (exam unit): Performing to a Brief (40% of your overall grade)

You will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. **This is 25% theory and 75% practical.**

Examination

Consistent assessment takes place in all written work, rehearsals and final performances.

However, Component 3 is classed as the actual exam unit and this consists of 2 parts:

- 1) Log book entries x 3 (ideas, skills and evaluation) under exam conditions
- 2) Recording of a final performance to a live audience

Grading

The course is offered as a Level 1/2 qualification which is broadly equivalent to GCSE 1 – 9 and is graded Level 1 pass, merit, or Level 2 pass, merit, distinction, distinction*

AQA ART & DESIGN- Photography

Photography is an exciting and varied course, which combines the use of digital photography and introduction of the editing software Photoshop with a basic introduction in the use of a darkroom. Along with the academic analytical and critical research skills to build a body of work. The creative industry is a fastest growing sector in the UK economy and employment in this area continues to grow. GCSE Photography is a qualification which shows universities and employers creative intuitiveness as well as the ability to communicate ideas in a variety of ways, which can be used in advertising. Making it a must for any student with an interest in a creative career.

Course Content

GCSE Photography consists of two units of work, both of which are organised around a broad- based themes. In your photography lessons you will look at a range of photographers and how they communicate their ideas. This will allow you to confidently and independently create your own pieces of work. Practical elements will be continued into homework tasks which are set weekly, we seek to create independent learners and photographing out of school is required for success in this subject. You will be shown some of the technical settings you can select on digital cameras, how to set up and use a studio and control lighting, along with an introduction in using the darkroom.

As a practical subject there is a basic material requirement that ALL students are expected to provide. All students are required to purchase a sketchbook every year and a new sketchbook for the exam unit. Students will need an SD Card, we suggest a 16 GB, and a memory stick is also advisable. More information is provided after subject choices.

You will be assessed throughout on the following assessment objectives:

AO1- Develop- Contextual research and analysis.

AO2- Experiment- Technical and media experimentation.

AO3- Recording- How they record ideas and insights written and visual.

AO4- Presentation- Final idea development and presentation.

Year 9

A skills based year where students will learn practical, technical and research skills preparing them for more independent study in Years 10 &11.

There will be a number of small practical assignments which will contribute to their GCSE portfolio of work – they will be introduced to a range of past and contemporary photographers.

Year 10 & 11

Unit 1

Two coursework units will be completed in Years 10 & 11 contributing 60% towards their final GCSE grade.

Unit 2

This is their exam unit, an assignment that is set externally and given to them in January. Each student will select an exam title from the paper to explore over 10 weeks. A final outcome is produced at the end in a 10 hour controlled period. This exam unit contributes 40% towards their overall final GCSE grade.



GCSE PHYSICAL EDUCATION



A love of sport, commitment and enthusiasm are a must as is a desire to study the theoretical aspects of exercise. Physical Education also offers the opportunity to undertake a range of practical activities. Students will be required to show advanced skills and demonstrate their abilities in increasingly challenging situations.

Course Content

Performance in sport is concerned with movement and the course focuses on the theoretical aspects of exercise and training which facilitate coordinated movement.

The theoretical content accounts for 60% of the Edexcel GCSE Physical Education course and is assessed by two written exams covering the following topics:

<u>Component 1</u> – Fitness and Body Systems	<u>Component 2</u> – Health and Performance
➤ Applied anatomy and physiology	➤ Health, fitness and well-being
➤ Movement analysis	➤ Sport-psychology
➤ Physical training	➤ Socio-cultural differences
➤ Use of data	➤ Use of data

The exams consist of multiple-choice, short-answer and extended writing questions.

The practical element of the course, Component 3, accounts for 30% and entails physical assessment within one team activity, one individual activity and a third activity of the pupils choice (from a set list).

The final 10% of the GCSE Physical Education, Component 4, requires pupils to produce a Personal Exercise Programme (PEP), and analyse and evaluate their performance.

Expectations of Students

- Must be interested and able to fulfil the largely theoretical aspect of the course.
- Must hold a level 5 or above in both KS3 Science and English due to the theory content and longer answer questions which will be part of the exam.
- Will need to be physically able and playing at school/club/county/regional or national level.
- Assessment is continuous throughout where all targets **must** be met.
- **95%** attendance is the minimum requirement at both theory and practical.
- A child's behaviour/attitude/attendance and performances at Key Stage 3 will be discussed before accepting their place on the Physical Education course.

Any pupils considering this course should discuss it with their PE teacher before making this important choice.

Career Points

Physical Education can lead to further courses and careers in sports and exercise, leisure management, physiotherapy, teaching, sports psychology, sports journalism, professional coaching and sports development amongst others.

GCSE SOCIOLOGY

Sociology is the study of society.

Society is a strange and wonderful structure which we all belong to. However, we often take it for granted, never really thinking about, or questioning our behaviour. To the untrained eye, people exist with very little meaning or direction. For example, we **JUST** know that we shouldn't pick our nose in public, and that we **MUST** queue at the checkout. If you would like to examine these processes in more depth than Sociology could be the subject for you.

In Sociology our aim is to examine these types of everyday situations in a new way, getting to the root of why you act the way you do and the GCSE course makes this possible.

	Content	Assessment	Exam	Questions
Paper 1	<ul style="list-style-type: none"> The Sociology of the Family The Sociology of Education Relevant areas of Social Theory and methodology 	<ul style="list-style-type: none"> 100 marks available 50% of grade 	<ul style="list-style-type: none"> 1 hour 45 minute exam which is taken May 2022 	<ul style="list-style-type: none"> Multiple choice Short response questions Extended response
Paper 2	<ul style="list-style-type: none"> The Sociology of Crime and deviance The Sociology of Social Stratification Relevant Theory and Methodology 	<ul style="list-style-type: none"> 100 marks available 50% of grade 	<ul style="list-style-type: none"> 1 hour 45 minute exam which is taken May 2022 	<ul style="list-style-type: none"> Multiple choice Short response questions Extended response

What's in it for me?

Sociology can open up a world of opportunities. It creates critical awareness and necessary problem solving skills for any career path. People who study Sociology learn how to debate, work as part of a team, manage projects, become effective researchers and time managers as well as write academically.

Future careers

Some of the careers that sociology can lead include:-

Social Work, Policing, Criminology, Sales and Marketing, Journalism, Law, Nursing, Housing officer, Media Production, Human Resources, Social Scientist, Researcher, Politician

What else should I know?

This course will help students think about the world around them and their place in society as a global citizen. It is a course that is appealing for both males and females, examining issues such as the pressure on women to conform to stereotypical images of beauty, to why some video games may lead to violent crimes. It is accessible as the essence of the subject is to study something that is familiar in a new and exciting way. We are looking for inquisitive and curious students who are passionate and argumentative about the world around them.

Assessment & Exam Board

We follow the AQA exam board. The course is based on two exam papers (details above). Both papers will be assessed at the end of Year 11. The course does not require students to complete any controlled assignments or coursework activities but they will be expected to write frequent notes, exam questions and essays in preparation for the exams as well as create effective revision notes.

Section C

What's Happening When?

When?	What should I do?
Wednesday 13th February (Super Learning Day)	I will receive this booklet. I need to write my name on it and keep it safe as I need it during the next few weeks. I will spend much of this day looking at careers. I need to begin to consider what I will do in the future so that I can make the right subject choices for the next three years.
Thursday 14th February onwards	Begin discussions with any of my teachers outside of lessons about subjects I may be interested in continuing to study. Think about my strengths, and what I enjoy about the subject
Thursday 28th February 6:00pm – 9:00pm KS4 Curriculum Choices Evening	Come to the evening with my parents/carers and talk to teachers about the different subjects I wish to study. I need to prepare questions I wish to ask before the evening so I am informed about the choices I wish to make.
Friday 29th February	From today the on-line options form will be live at https://www.sims-options.co.uk and I should log on and select the options I need
Thursday 14th March Deadline for completing KS4 subject choices	I must complete the online options application by today. I must check that I have 4 options, in order of preference, (including at least one of history, geography, French, Spanish and German), and 2 reserves
By June 2019 you will have been informed of your KS4 courses.	

You may already know what you want to do after Year 11, or you may not. Use the spaces below to think up any questions you need to ask at the subject choices evening or on the Super-Learning day.

Subject	Question	Answer

Notes for completing the online options application

The options site <https://www.sims-options.co.uk> will be live from Friday 29th February until Thursday 14th March.

- You must ensure that you have registered (which you should already have done on the Super Learning Day), and if not please log into your school email and follow the instructions sent in the email.
- Once you have logged in you can then pick 4 main choices and 2 reserves. All choices are made in order of preference. If you wish to change the order you can click on the subject in the “My Choices in Order of Preference” box, or just deselect the option and then pick it again.
- To select a subject as a main choice click on the name of it, or to select it as a reserve click on the reserve button.
- All students are expected to take at least one subject from History, Geography, French, German and Spanish. The remaining subjects should be chosen to give a balanced curriculum.
- Remember the guidance you have had about appropriate courses and qualifications
- Make sure that you don't include two similar subjects (eg Drama and Performing Arts, or more than one design and technology)). Further advice will be Curriculum Choices evening on 28th February.

SUBJECT	UNITS
GCSE Art & design	1
ASDAN	1
GCSE Business or level 2 business	1
GCSE Computer science	1
Level 2 BTEC Construction	1
GCSE Dance	1
GCSE Design & Technology	1
GCSE Drama or BTEC Performing Arts (Musical Theatre)	1
GCSE Economics	1
GCSE Food Preparation and Nutrition	1
GCSE French	1
GCSE Geography	1
GCSE German	1
VTCT Hair & Beauty Services	1
Level 2 Health and Social Care/Child Development	1
GCSE History	1
Level 2 Information Technology	1
GCSE Music or Level 2 V-Cert in Music	1
GCSE Photography	1
GCSE Physical Education	1
GCSE Sociology	1
GCSE Spanish	1

**DEADLINE TO COMPLETE ONLINE THURSDAY 14TH MARCH 2019
(Please use if unable to access online, and hand to Year 8 Office)**

Name: **Tutor Group:**

SUBJECT	Please number subjects in order of preference 1-4 and mark two reserve choices with (R)	
GCSE French		You must choose <u>at least one</u> of these subjects (or more)
GCSE Geography		
GCSE German		
GCSE History		
GCSE Spanish		
GCSE Art and Design		
Business (GCSE or Level 2)		
GCSE Computer Science		
Construction level 2		
GCSE Dance		
GCSE Design & technology – graphics		You may only choose <u>one</u> of these subjects
GCSE Design & technology - textiles		
GCSE Design & technology – resistant materials		
GCSE Drama		You may only choose <u>one</u> of these subjects
Performing arts (Musical Theatre) level 2		
GCSE Economics		
GCSE Food Preparation and Nutrition		
Hair and Beauty level 2		
Child Development level 2		
Health and Social Care level 2		
Level 2 Information Technology		
GCSE Music GCSE		You may only choose <u>one</u> of these subjects
Music Level 2 V-Cert		
GCSE Photography		
GCSE Physical Education		
GCSE Sociology		
ASDAN		By invitation only

Please confirm your choices by reading the following statement and then signing below:

I understand that the school will endeavour to provide the courses advertised but recognise that I may have to consider alternatives if subjects are oversubscribed, chosen by too few students or deemed inappropriate for me.

Student signature:..... Parent/carer signature:

Tutor signature Date received by tutor:

