



# **YEAR 8 OPTIONS**

***Lowton  
Church of England  
High School***

**2017-2020**

## ***Lowton Church of England High School***

One of the most important decisions to be made at this stage of your education is which options to study during Key Stage 4. This includes years nine, ten and eleven.

Pupil outcomes in chosen subjects have a significant impact on future career choices; college applications; courses of study at AS/A level; apprenticeships and job applications.

In order to make the correct choices you need to access as much information as possible on the subjects or options which you are considering.

Please discuss the various option possibilities described in this booklet. If you have any questions please speak to an appropriate member of staff (subject teacher, form teacher, head of house etc). Miss Clare has overall responsibility for your options programme and can also be contacted at school. The examination board for each qualification is shown under each subject heading and more information about the courses can be found by looking at their websites. The Parents section of the website contains links to all the local colleges as well as specific information for parents to help you to guide your child. Individual options interviews, with a member of the Senior Leadership Team (SLT) will take place 18<sup>th</sup> to the 28<sup>th</sup> April following the Easter Holidays, parents are encouraged to attend.

### **Compulsory subjects:**

**All students follow compulsory courses of study in the following subjects: English, Mathematics, Science, Physical Education and Religious Education. In addition, all students will study components of ICT and access Social, Moral, Spiritual and Cultural Development.** In order to enable students to develop in areas where they have specific interests and abilities, most will choose a further three options, details of which are outlined later in this booklet.

### **Optional Subjects:**

Students can then choose 4 options from those provided in columns A through to D on the option form. In order to promote a breadth of study all students must study a Humanities subject, either History or Geography. In exceptional circumstances certain students may have a more personalised curriculum depending on need. These must be agreed by Miss Clare and may include study support.

In addition the majority of students will undertake French GCSE and we have increased the number of options from 3 to 4 this year to accommodate this change. You will be guided by your French teacher to select either Foundation or Higher French GCSE, SLT members of staff conducting your interviews are aware which courses are appropriate to you. Any student can elect to study French GCSE as long as they have followed the course in year 8. Those students who have not studied French in year 8 or not required to take French at GCSE will select 3 free options plus a Humanities from the option blocks.

### **English Baccalaureate:**

This is not a qualification in itself but recognises students' achievements in gaining good passes at GCSEs in English, Mathematics, Science (including Computer Science) and either French or German plus History or Geography. We believe that this combination of subjects is likely to have considerable currency with employers, colleges and universities in the future. Therefore we require students who are predicted to achieve higher grades to choose French AND either History or Geography, as two of the four options choices. In order to ensure breadth in the curriculum students must take one of the EBACC subjects as an option. This includes all the subjects listed above plus Triple Science.

### **The Process:**

This options booklet is one part of the options process. Any student in Year 8 can go to the Careers Library in G Block on either a Wednesday or Thursday and make an appointment to speak to Mrs Jones, the school's Careers Advisor or Mrs Harrison the school's careers co-ordinator.

Every student in Year 8 will take part in a Careers enrichment day on 30<sup>th</sup> March and will have access to the Plottr careers programme (the link to this is available on the school's website (Parents\careers)). Students will also had the opportunity to talk to local colleges in school. Students will also attend assemblies on options and teachers will talk to them about the available choices within lessons.

We will do our best to provide each student with their choice of subjects. However, we ask students to choose reserve options as this is not always possible. Where the number of places is limited, for example in practical subjects, all relevant issues will be considered before allocating the courses. Students and parents will be kept fully informed throughout the options process. In the event of any queries, please contact Miss Clare or a member of the Senior Leadership Team at school.

If a combination of options which you wish to study is not available in some circumstances alternate provision can be made, however certain combinations are not possible and in these situations we ask students to consider the best package possible for them from the choices that are available.

The completed option form must be handed in by Tuesday 2<sup>nd</sup> May by 1pm. Students who submit their form late will be processed last and often do not secure their preferences. If there are any problems with the choices made, any students concerned will have the opportunity to discuss their choices further with a member of the leadership team.

It is important that students carefully consider both their subjects and their reserve choices. Changing option choices later on can be difficult as some courses may be full or no longer available. Additionally it is also very difficult to catch up any work missed due to the pace of work at Key Stage 4, which can place them at a disadvantage to their peers. Any students wishing to study vocational courses or no Humanities or Ebacc options at all must see Miss Clare. Cases will be discussed on an individual basis with Miss Clare and are only allowed in exceptional and relevant circumstances.

**Miss Clare**  
**Assistant Headteacher**

# Year 8 Options Sept 2017-2020

Every student will study Maths, English Literature and Language, Science, RE and core PE. The vast majority of students must choose either History or Geography. Students can select to do both History and Geography.

Most students will study French GCSE. Students will be told if they are expected to study French. Any student can choose to study French regardless of academic ability.

All students are required to study at least one subject that is highlighted in RED to show breadth of study.

Please choose a first and second choice from each column. This is important as some subjects are very popular and may become oversubscribed. If a subject has very few students opting to follow the course it may not run, therefore it is important that you are prepared to study either of your option choices.

Please indicate with a \* your first preference subject.

Students who wish to achieve the English Baccalaureate must choose either Geography or History and French.

Students opting for Music must have musical ability and be willing to perform.

|                              | Option A  | Option B  | Option C   | Option D  |
|------------------------------|---|---|--|---|
|                              | Geography<br>Triple Science<br>French (Foundation)<br>Physical Education<br>IT<br>Music | Geography<br>History<br>French (Higher)<br>Drama<br>Photography | Geography<br>History<br>Design Technology<br>Food Preparation & Nutrition<br>Art | Computer Science<br>History<br>French (Higher)<br>Physical Education<br>Photography |
| <b>1<sup>st</sup> Choice</b> |   |   |  |   |
| <b>2<sup>nd</sup> Choice</b> |   |   |  |   |

All forms must be completed by 1.00pm on 2<sup>nd</sup> May 2017.

Any questions regarding options should be referred to Miss Clare.

## **Making Choices**

### **Choosing your subjects KS4**

- Think very carefully about your choices – think what will happen if you get three out of four of your first choices and one reserve choice.
- Students are expected to choose either History or Geography, or at least one of the following E-Bacc subjects in line with the government's new Progress 8 measure: Geography, History, French, Computer Science or Triple Science (In exceptional circumstances a student may be allowed to choose three non E-Bacc subjects). This is only permitted following agreement with Miss Clare.
- Choose either French Foundation or Higher as indicated by your French teacher or one free option from the block if you have been given a choice to study French or not.
- Choose Triple Science if you wish to study the three sciences as separate subjects of Biology, Chemistry and Physics.
- You should be prepared to perform in front of an audience and moderator, both individually and in a group, if you choose Drama as a subject.
- You must bring your PE Kit to lessons and be willing to take part in 1 extra-curriculum club to opt for PE.
- You must be prepared to cook every week in Food and bring in the necessary ingredients. (Financial assistance may be available from school).

#### **DO NOT:**

- pick a subject just because your friend is choosing that subject
- pick a subject because of your teacher in Year 8

**Remember: choose subjects you are good at and enjoy. Your latest report may help you to decide.**

*All courses of study are offered subject to there being sufficient student demand and availability on the course.*

## Time allocated to compulsory subjects

**All students will follow compulsory courses of study within the following subjects:**

|                                       |   |
|---------------------------------------|---|
| English Language & English Literature | – 4/5 lessons per week – Dual GCSE course |
| Mathematics                           | – 4 lessons per week – Single GCSE course |
| Double Science                        | – 4/5 lessons per week – Dual GCSE course |
| Physical Education                    | – Core PE – Non GCSE – 2 lessons per week |
| Religious Education                   | - 3 lessons per week in Y9 & 10.          |

RE lesson slots go to Core Subjects in year 11 to increase study time in these key subjects as the RE GCSE will be undertaken at the end of year ten.

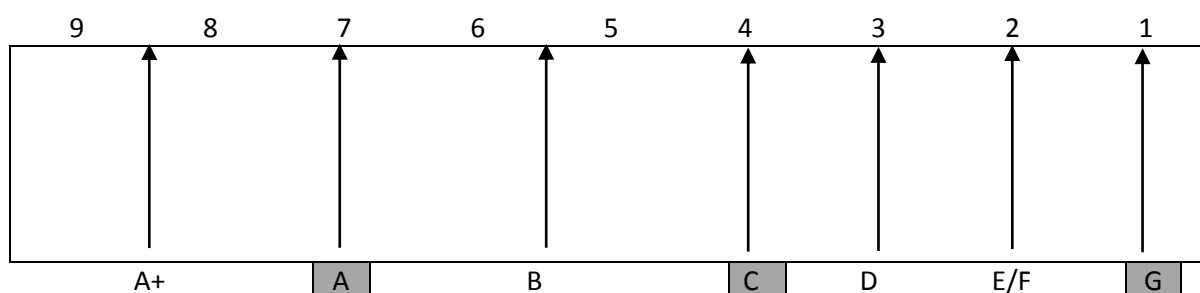
All students will study components of ICT and access Social, Moral, Spiritual and Cultural Development.

## Time allocated to Option Subjects

Option subjects are studied for 3 lessons per week in Year 9, 10 and 11

## Assessment of Subjects

GCSE outcomes will either be by grade or level. Individual subject pages give further information. A good pass at GCSE is classed as a grade 5 and by the time students go on to Post 16 Destinations it is expected that this will be the required entry criteria.



Your son or daughter is selecting their options in a time of significant change in British Education.

The examination boards have introduced a range of GCSEs and Technical Qualifications in practical subjects. Some qualifications are still awaiting approval from Ofqual at the time of printing so we have included information in the booklet about the GCSE qualification and the Technical Qualification.

|   |  |
|---|--|
| GCSE Qualifications   | Mathematics<br>English Literature<br>English Language<br>Science<br>RE<br>History<br>Geography<br>French<br>Computing<br>PE<br>Art<br>Photography<br>Music |
| Technical Award   | Performing Arts<br>IT  |
| Subjects pending a decision.<br>These subjects will most likely be Technical Awards pending approval from Ofqual. | Design and Technology<br>Food Preparation and Nutrition  |



# English

|                              |  |
|------------------------------|--|
| <b>Qualification</b>         | Students will study two GCSEs during their English lessons. They will study English Language and English Literature as two GCSEs. A small minority of students may also follow the 'Step Up to English' qualification.   |
| <b>Overview</b>              | Students are provided with a range of activities to develop the following areas: Speaking and Listening, Reading (fiction and non-fiction) and Writing and Grammar.  |
| <b>Objectives</b>            | <p><b>GCSE English Language:</b><br/>English Language consists of the study of both fiction and non-fiction texts. Students will study extracts from texts written in the 19th, 20th and 21st centuries – both fiction and non-fiction. Students will also be expected to write in a range of styles, such as stories, descriptions, letters, speeches. This course is usually taken alongside English Literature. Students will sit two exams at the end of the course which will assess both their reading and writing skills. Students will also take part in a speaking and listening presentation which will not be counted as part of their GCSE English Language but will be reported on their final GCSE certificate.</p> <p><b>GCSE English Literature:</b><br/>English Literature consists of the study of modern and traditional Literature, ranging from Shakespeare to the present day. Students will study one Shakespeare play; one pre- 19th century novel, such as 'A Christmas Carol'; one modern novel or play, such as 'Blood Brothers' or 'An Inspector Calls' as well as a range of poetry from 1789 to the present day. Throughout the course, students will receive an anthology of poems which they will study in class and for exam preparation at home.</p> |
| <b>Course Content</b>        | <p>Students are arranged into sets according to their ability. As there is no longer any tiering, all students will complete the same exam papers and will be able to achieve the entire range of grades (1 to 9). Students will be assessed through four exams at the end of each course (two for Language and two for Literature).</p> <p>In all English GCSEs, students will be assessed by the class teacher throughout the course, via classwork and in-class assessments, and by examinations at the end of Year 11. All students are entered for the same examinations.</p> <p>It would be beneficial if students had their own copies of the literature texts studied so that notes can be made for exam preparation although books are not allowed in exams. Details are provided at the start of Year 9.</p>   |
| <b>Assessment</b>            | <p>Students will be following the new GCSE curriculum which is graded from 1 up to 9 (9 being the highest).</p> <p>Most students will study two GCSEs during their English lessons. They will study English Language and English Literature as two GCSEs. A small minority of students may also follow the 'Step Up to English' qualification.</p>   |
| <b>Pathway to the Future</b> | Students are provided with a range of activities to develop the following areas: Speaking and Listening, Reading (fiction and non-fiction) and Writing and Grammar.  |





# Mathematics

| <b>Qualification</b>         | Pearson Edexcel Level1/Level 2 GCSE (9-1) in Mathematics   |           |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|------------------------------|--|-----------|------------|-----------|------------|--------|----------|---------|----------|---------------------------------------|----------|-----------------------|----------|----------------------------|----------|--------|--------|----------|---------|----------|---------------------------------------|----------|-----------------------|----------|----------------------------|----------|
| <b>Overview</b>              | Students starting Year 10 in September 2016 will be following the new GCSE curriculum which is graded from 1 up to 9 (9 being the highest). Students are arranged into sets according to ability.  |           |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
| <b>Objectives</b>            | <p>The aims and objectives of the GCSE Mathematics' course are to enable students to:</p> <ul style="list-style-type: none"> <li>• develop fluent knowledge, skills and understanding of mathematical methods and concepts.</li> <li>• acquire, select and apply mathematical techniques to solve problems.</li> <li>• reason mathematically, make deductions and inferences and draw conclusions.</li> <li>• comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> </ul>  |           |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
| <b>Course Content</b>        | <p>The GCSE course in Mathematics gives students the opportunity to develop knowledge, skills and understanding of mathematical methods and concepts, and work in the following content: Number, Algebra, Ratio, proportion and rates of change; Geometry and measures; Probability; Statistics.</p> <p>The table illustrates the topic areas and the weightings for the assessment of the Foundation tier and Higher tier:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>TIER</th> <th>TOPIC AREA</th> <th>WEIGHTING</th> </tr> </thead> <tbody> <tr> <td rowspan="5">FOUNDATION</td> <td>Number</td> <td>22 – 28%</td> </tr> <tr> <td>Algebra</td> <td>17 – 23%</td> </tr> <tr> <td>Ratio, Proportion and Rates of Change</td> <td>22 – 28%</td> </tr> <tr> <td>Geometry and Measures</td> <td>12 – 18%</td> </tr> <tr> <td>Statistics and Probability</td> <td>12 – 18%</td> </tr> <tr> <td rowspan="5">HIGHER</td> <td>Number</td> <td>12 – 18%</td> </tr> <tr> <td>Algebra</td> <td>27 – 33%</td> </tr> <tr> <td>Ratio, Proportion and Rates of Change</td> <td>17 – 23%</td> </tr> <tr> <td>Geometry and Measures</td> <td>17 – 23%</td> </tr> <tr> <td>Statistics and Probability</td> <td>12 – 18%</td> </tr> </tbody> </table> | TIER      | TOPIC AREA | WEIGHTING | FOUNDATION | Number | 22 – 28% | Algebra | 17 – 23% | Ratio, Proportion and Rates of Change | 22 – 28% | Geometry and Measures | 12 – 18% | Statistics and Probability | 12 – 18% | HIGHER | Number | 12 – 18% | Algebra | 27 – 33% | Ratio, Proportion and Rates of Change | 17 – 23% | Geometry and Measures | 17 – 23% | Statistics and Probability | 12 – 18% |
| TIER                         | TOPIC AREA   | WEIGHTING |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
| FOUNDATION                   | Number   | 22 – 28%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Algebra  | 17 – 23%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Ratio, Proportion and Rates of Change  | 22 – 28%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Geometry and Measures  | 12 – 18%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Statistics and Probability   | 12 – 18%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
| HIGHER                       | Number   | 12 – 18%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Algebra  | 27 – 33%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Ratio, Proportion and Rates of Change  | 17 – 23%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Geometry and Measures  | 17 – 23%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
|                              | Statistics and Probability   | 12 – 18%  |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
| <b>Assessment</b>            | <p>Assessment consists of three examination papers each 1hr 30 mins long in the summer of Year 11, (P1 no calculators, P2 and P3 calculators allowed).</p> <p>For all work, as well as examinations, students will require a suitable scientific calculator, a ruler, compasses and protractor (none of which should be provided by school).</p>   |           |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |
| <b>Pathway to the Future</b> | Good Mathematical skills help with all fields of work. Particular fields include: Accountancy, Actuary, Scientist, ICT   |           |            |           |            |        |          |         |          |                                       |          |                       |          |                            |          |        |        |          |         |          |                                       |          |                       |          |                            |          |



# Combined Science

|                              |   |
|------------------------------|---|
| <b>Qualification</b>         | AQA GCSE Combined Sciences (Trilogy). 2 GCSEs awarded.  |
| <b>Overview</b>              | Science, alongside Mathematics and English, is a core subject in the national curriculum. The Combined Sciences GCSE offered by AQA is designed to cover the new KS4 curriculum to be undertaken nationally by students from September 2016. Students will be awarded a 1-9 grade with 9 being the highest.   |
| <b>Objectives</b>            | To help students develop the important skills, knowledge and understanding necessary for their future careers in our technological society.<br>To allow students to make informed decisions in the future regarding Science based issues which may impact on everyday life.   |
| <b>Course Content</b>        | <p>The Combined Sciences GCSE offered by AQA includes key aspects of Biology, Chemistry and Physics and assesses each subject separately. The combined scores of the Biology, Chemistry and Physics examinations will be used to award an overall GCSE grade. Due to Combined Sciences being a double award subject, two equally weighted GCSE grades will be awarded.</p> <p>There is no longer any Controlled Assessment for GCSE Science. All assessment is based upon performance in examinations to be sat at the end of Year 11. Assessment of practical skills is carried out in each examination which will include questions pertaining to specific experiments set out by the examination board. All students will be required to carry out these experiments and keep a record of their work for reference and revision.</p> <p>On some occasions for a small minority of students it may be more appropriate to follow an alternative curriculum that is more suited to their educational requirements. AQA are currently developing possible alternatives to those outlined above (Entry Level Science and STEM Technical Awards) and these may become viable options upon accreditation. More information will be provided once it becomes available.</p> |
| <b>Assessment</b>            | <ul style="list-style-type: none"> <li>• 6 written examinations: 1 hour 15 minutes each.</li> <li>• Foundation and Higher Tier</li> <li>• 70 marks</li> <li>• Exams are equally weighted, 16.7% of GCSE each.</li> </ul> <p><b><u>Biology Paper 1</u></b><br/>Cell Biology, Organisation, Infection and response, and Bioenergetics.</p> <p><b><u>Biology Paper 2</u></b><br/>Homeostasis and response, Inheritance, variation and evolution and Ecology.</p> <p><b><u>Chemistry Paper 1</u></b><br/>Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes and Energy changes.</p> <p><b><u>Chemistry Paper 2</u></b><br/>The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and using resources.</p> <p><b><u>Physics Paper 1</u></b><br/>Energy, Electricity, Particle model of matter, Atomic structure.</p> <p><b><u>Physics Paper 2</u></b><br/>Forces, Waves, Magnetism and electromagnetism.</p>  |
| <b>Pathway to the Future</b> | People with STEM (Science, Technology, Engineering and Mathematics) qualifications are in demand, putting them in a stronger position in today's competitive job market. Studying STEM subjects leads directly to a huge variety of exciting and rewarding career opportunities, and with STEM skills students could make an important contribution to many of the big challenges facing society today.   |



# Triple Science

**Restrictions Apply based on attainment within science subject area.**

|                              |   |
|------------------------------|---|
| <b>Qualification</b>         | AQA Triple Sciences (Biology, Chemistry, Physics). 3 GCSEs awarded.   |
| <b>Overview</b>              | Science, alongside Mathematics and English, is a core subject in the national curriculum. The Triple Sciences GCSE offered by AQA is designed to cover the new KS4 curriculum to be undertaken nationally by students from September 2016. Students will be awarded a 1-9 grade with 9 being the highest. Further to this it includes more advanced aspects of Biology, Chemistry and Physics that have a higher level of demand than those found in the Combined Sciences option. Students will be awarded a 1-9 grade with 9 being the highest.   |
| <b>Objectives</b>            | <ul style="list-style-type: none"> <li>• To help students develop the important skills, knowledge and understanding necessary for their future careers in our technological society.</li> <li>• To allow students to make informed decisions in the future regarding Science based issues which may impact on everyday life.</li> <li>• To prepare students as thoroughly as possible for progression to A Level Science options.</li> </ul>  |
| <b>Course Content</b>        | <p>The Triple Science GCSEs offered by AQA includes key aspects of Biology, Chemistry and Physics which cover all of the core content required. Further to this more advanced topics with a greater degree of difficulty, designed to better prepare students for the transition to A Level Sciences, are also included. The three subjects are assessed individually and a separate GCSE grade is awarded for each. Students therefore acquire three Science GCSE grades as opposed to the two grades acquired by students who select the Combined Sciences option.</p> <p>There is no longer any Controlled Assessment for GCSE Science. All assessment is based upon performance in examinations to be sat at the end of Year 11. Assessment of practical skills is carried out in each examination which will include questions pertaining to specific experiments set out by the examination board. All students will be required to carry out these experiments and keep a record of their work for reference and revision.</p> |
| <b>Assessment</b>            | <p>Each subject has two written examinations: 1 hour and 45 minutes each.</p> <ul style="list-style-type: none"> <li>• Foundation and Higher Tier</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul> <p><b>Biology</b><br/> <b>Paper 1</b> Cell biology, Organisation, Infection and response and Bioenergetics.<br/> <b>Paper 2</b> Homeostasis and response, Inheritance, variation and evolution and Ecology.</p> <p><b>Chemistry</b><br/> <b>Paper 1:</b> Atomic structure and the periodic table, Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.<br/> <b>Paper 2:</b> The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.</p> <p><b>Physics</b><br/> <b>Paper 1:</b><br/> Energy, Electricity, Particle model of matter, Atomic structure.<br/> <b>Paper 2:</b><br/> Forces, Waves, Magnetism and electromagnetism, Space physics.</p>  |
| <b>Pathway to the Future</b> | People with STEM (Science, Technology, Engineering and Mathematics) qualifications are in demand, putting them in a stronger position in today's competitive job market. Studying STEM subjects leads directly to a huge variety of exciting and rewarding career opportunities, and with STEM skills students could make an important contribution to many of the big challenges facing society today.   |



# Religion and Ethics

| <b>Qualification</b>         | GCSE AQA Religious Studies   |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
|------------------------------|--|--|----------------|------------------------|--------------------|-----------------------|---------------|-------------------|--|--------------------------------|--|---------------------------|
| <b>Overview</b>              | <p>This specification encourages students to:</p> <ul style="list-style-type: none"> <li>develop their interest and enthusiasm for the study of Religion and the relationship between Religion and the wider world.</li> </ul> <p><b>This examination will be taken in Year 10.</b></p>  |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
| <b>Objectives</b>            | <p>To help students:</p> <ul style="list-style-type: none"> <li>develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning;</li> <li>express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.</li> </ul> |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
| <b>Course Content</b>        | <table border="1"> <thead> <tr> <th>Religion (50%)</th> <th>Thematic Studies (50%)</th> </tr> </thead> <tbody> <tr> <td>Christianity (25%)</td> <td>Religion and Families</td> </tr> <tr> <td>Judaism (25%)</td> <td>Religion and Life</td> </tr> <tr> <td></td> <td>Religion, Crime and Punishment</td> </tr> <tr> <td></td> <td>Religion and Human Rights</td> </tr> </tbody> </table>   |  | Religion (50%) | Thematic Studies (50%) | Christianity (25%) | Religion and Families | Judaism (25%) | Religion and Life |  | Religion, Crime and Punishment |  | Religion and Human Rights |
| Religion (50%)               | Thematic Studies (50%)   |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
| Christianity (25%)           | Religion and Families  |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
| Judaism (25%)                | Religion and Life  |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
|                              | Religion, Crime and Punishment   |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
|                              | Religion and Human Rights  |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
| <b>Assessment</b>            | <p>Students will complete two examinations at the <b>end of Year 10</b>.<br/>Each examination will last one hour and 45 minutes</p> <p>Students are taught in mixed teaching groups.</p>   |  |                |                        |                    |                       |               |                   |  |                                |  |                           |
| <b>Pathway to the Future</b> | <p>Religious Studies is a valuable GCSE qualification. It gives students the opportunity to reflect on the beliefs and values of others and express their own opinion. The course equips students for life in modern Britain.</p>  |  |                |                        |                    |                       |               |                   |  |                                |  |                           |



# The Personal Development Curriculum (SMSC)

This area of the curriculum covers Work-Related learning, Enterprise, Social, Moral, Spiritual and Cultural in addition to Citizenship and Careers Education and Guidance.

## **Work-Related learning includes:**

- Learning 'about work' – using a specific context to increase students' understanding of the world of work and its contribution to the community.
- Learning 'through work' – using the world of work as a resource, environment and context for learning.
- Learning 'for work' – equipping students for working life.

## **Enterprise:**

Involves innovation, creativity, risk-management, risk taking, a 'can-do' attitude and the drive to make ideas happen.

It is supported by:

- Financial capability which is the ability to manage one's own finances and to become questioning and informed consumers of financial services.
- Business and economic understanding which is the ability to understand the business context and make informed choices between alternative uses of scarce resource.

Work-Related learning and Enterprise are delivered through both the day to day curriculum and events/activities such as Enrichment Days and Work Experience.

## **Social, Moral, Spiritual and Cultural Development (SMSC):**

Supports the statutory requirements for teaching on sexual relationships, drugs and alcohol, as well as other aspects of personal, social and health education. Much of this is taught across the curriculum, but some aspects are covered in the short course RE qualification, described later in this section.

## **Careers, Education Independent Advice and Guidance (CEIAG):**

The aims of Careers, Education, Independent Advice and Guidance are met in various ways, across the curriculum, either through direct specialised input or within subject areas. Students have access to independent advice and guidance relating to careers opportunities and Post 16 progression.

During Year 9, students have Enrichment opportunities which enable them to look at themselves and assess their likes, dislikes, strengths and weaknesses, to talk with local colleges, have taster sessions and complete a Plottr questionnaire and careers action plan.

Students are aware of the facilities available in the Careers Library and how to access the information contained there, and many will have met the school's Careers Advisor, Mrs Jones and the Careers' Co-ordinator Mrs Harrison. Students also have the opportunity to use the Careers Library at lunchtime and to borrow materials or have a 1:1 or small group careers interview.

Students have access to the Careers Library at lunchtime and regular use of the library is a good idea. The leaflets, books and videos in the Careers Library are available for students to browse through or borrow.

Each Year 11 student receives an interview with the Career Adviser to help students plan for Post 16 progression.

Other events within the Careers, Education, Independent Advice and Guidance Programme during Years 10 and 11 usually include:

- A 16+ Opportunities Evening for students and parents, which all local colleges and a range of training providers attend, providing information for students regarding available opportunities when they leave school.
- A Practice Interview with experienced interviewers from the Business community and local colleges or training providers.
- Help and advice in preparing a Personal Statement, Curriculum Vitae, interview tips and other documents to use in interviews or applications.
- Help and advice on applications for College courses and Modern Apprenticeships.

Details of the above will be made available to parents at the appropriate time. If you have any queries regarding the careers advice and guidance available to your daughter/son please contact Miss Clare or Mrs Harrison at school.





# Art, Craft and Design

|                       |   |
|-----------------------|---|
| <b>Qualification</b>  | AQA - GCSE Art, Craft and Design  |
| <b>Overview</b>       | This GCSE is designed to bring Art, Craft and Design to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. Students will be awarded a GCSE grade 1-9 with 9 being the highest.   |
| <b>Objectives</b>     | We want this to be an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques. It will help you gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures.   |
| <b>Course Content</b> | <p>On the course you will specialise in the following areas:</p> <p><b>Painting</b><br/>You will explore the use of tone, colour, composition, materials and context. You will show this through the use of various processes and media, such as inks, acrylic, watercolour or oil paints.</p> <p><b>Drawing</b><br/>You will be encouraged to work from direct observation to explore drawing using line and tone. You should be prepared to use a wide variety of drawing materials using different surfaces. Drawing materials will include pastel, pencil, pen and ink, paint, charcoal or other media.</p> <p><b>Printmaking</b><br/>You will explore a variety of printmaking techniques and produce either a series of related images or one-off prints using methods such as linocut, etching, monoprinting, or screen printing.</p> <p><b>Lens-based imagery</b><br/>You will explore approaches to the production of still images using appropriate techniques, processes and equipment such as digital photography.</p> <p><b>Sculpture</b><br/>You will explore approaches to 3D forms using appropriate techniques, processes and equipment such as digital photography.</p>   |
| <b>Assessment</b>     | <p style="text-align: center;"><b>Component 1: Portfolio - 60% of the qualification</b></p> <p>For this component you will produce a <b>portfolio of work</b> showing your personal response to a variety of <b>starting points</b>.<br/><b><i>The portfolio is internally assessed and externally moderated by AQA</i></b><br/><b><i>Each student must select and present a portfolio representative of their course of study.</i></b></p> <p><b><i>The portfolio must include both:</i></b></p> <p><b>1 - A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p><b>2 A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</p> |



# Art, Craft and Design (continued)

|                               |   |
|-------------------------------|---|
| <b>Assessment - continued</b> | <p><b>Component 2: Externally Assessed Assignment - 40% of the qualification</b></p> <p><b>AQA will provide a separate externally set assignment with seven different starting points.</b> Students must select and respond to one starting point from their chosen title. <b>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response,</b> their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p> <p><b><i>This component is internally assessed and externally moderated by AQA</i></b></p> |
| <b>Pathway to the Future</b>  | <p>The course is good preparation for progression to A Level in Art and Design: Fine Art, 3D art or Graphic Communication or a suitable college/vocational course. It could lead towards a career in fine art, new media, games development, games technologies and more.</p> <p>If you have a specific interest in drawing and painting, sculpture and printmaking, this is the course for you.</p>  |





# Art & Design: Photography

| <b>Qualification</b>  | AQA GCSE Art and Design: Photography   |  |                                    |               |   |   |
|---|--|--|------------------------------------|---------------|---|---|
| Overview  | <p>This GCSE is designed to bring Art and Design Photography to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. This GCSE will offer you the opportunity to use Digital technologies to create expressive artwork.</p> <p>Students will be awarded a GCSE grade 1-9 with 9 being the highest.</p>  |  |                                    |               |   |   |
| <b>Objectives</b>   | As Photography student, you will be expected to demonstrate skills through a variety of processes and techniques when using differing approaches to making images. You will be required to demonstrate Knowledge, Understanding and Skills in Still and Moving imagery.  |  |                                    |               |   |   |
| <b>Course Content</b>   | <table border="1" data-bbox="451 808 1460 2045"> <thead> <tr> <th data-bbox="451 808 965 869"><b>Knowledge and understanding</b></th> <th data-bbox="965 808 1460 869"><b>Skills</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="451 869 965 2045"> <p>The way sources inspire the development of ideas, relevant to photography including:</p> <ul style="list-style-type: none"> <li>•• how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements</li> <li>•• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.</li> </ul> <p>The ways in which meanings, ideas and intentions relevant to photography will be communicated</p> <p>Include:</p> <p>The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as:</p> <ul style="list-style-type: none"> <li>•• colour</li> <li>•• line</li> <li>•• form</li> <li>•• tone</li> <li>•• texture</li> <li>•• shape</li> <li>•• pattern</li> <li>•• composition</li> <li>•• scale</li> <li>•• sequence</li> <li>•• surface</li> <li>•• contrast.</li> </ul> </td> <td data-bbox="965 869 1460 2045"> <p>Within the context of photography, students will demonstrate the ability to <b>use photographic techniques and processes</b>, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>•• lighting</li> <li>•• viewpoint</li> <li>•• aperture</li> <li>•• depth of field</li> <li>•• shutter speed and movement</li> <li>•• use of enlarger</li> <li>•• chemical and/or digital processes</li> </ul> <p>Use media and materials, as appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>•• film</li> <li>•• photographic papers</li> <li>•• chemicals appropriate to darkroom practices</li> <li>•• digital media, programs and related technologies</li> <li>•• graphic media for purposes such as storyboarding, planning and constructing shoots.</li> </ul> </td> </tr> </tbody> </table> |  | <b>Knowledge and understanding</b> | <b>Skills</b> | <p>The way sources inspire the development of ideas, relevant to photography including:</p> <ul style="list-style-type: none"> <li>•• how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements</li> <li>•• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.</li> </ul> <p>The ways in which meanings, ideas and intentions relevant to photography will be communicated</p> <p>Include:</p> <p>The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as:</p> <ul style="list-style-type: none"> <li>•• colour</li> <li>•• line</li> <li>•• form</li> <li>•• tone</li> <li>•• texture</li> <li>•• shape</li> <li>•• pattern</li> <li>•• composition</li> <li>•• scale</li> <li>•• sequence</li> <li>•• surface</li> <li>•• contrast.</li> </ul> | <p>Within the context of photography, students will demonstrate the ability to <b>use photographic techniques and processes</b>, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>•• lighting</li> <li>•• viewpoint</li> <li>•• aperture</li> <li>•• depth of field</li> <li>•• shutter speed and movement</li> <li>•• use of enlarger</li> <li>•• chemical and/or digital processes</li> </ul> <p>Use media and materials, as appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>•• film</li> <li>•• photographic papers</li> <li>•• chemicals appropriate to darkroom practices</li> <li>•• digital media, programs and related technologies</li> <li>•• graphic media for purposes such as storyboarding, planning and constructing shoots.</li> </ul> |
| <b>Knowledge and understanding</b>  | <b>Skills</b>  |  |                                    |               |   |   |
| <p>The way sources inspire the development of ideas, relevant to photography including:</p> <ul style="list-style-type: none"> <li>•• how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements</li> <li>•• how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.</li> </ul> <p>The ways in which meanings, ideas and intentions relevant to photography will be communicated</p> <p>Include:</p> <p>The use of figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation. Visual and tactile elements such as:</p> <ul style="list-style-type: none"> <li>•• colour</li> <li>•• line</li> <li>•• form</li> <li>•• tone</li> <li>•• texture</li> <li>•• shape</li> <li>•• pattern</li> <li>•• composition</li> <li>•• scale</li> <li>•• sequence</li> <li>•• surface</li> <li>•• contrast.</li> </ul> | <p>Within the context of photography, students will demonstrate the ability to <b>use photographic techniques and processes</b>, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>•• lighting</li> <li>•• viewpoint</li> <li>•• aperture</li> <li>•• depth of field</li> <li>•• shutter speed and movement</li> <li>•• use of enlarger</li> <li>•• chemical and/or digital processes</li> </ul> <p>Use media and materials, as appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>•• film</li> <li>•• photographic papers</li> <li>•• chemicals appropriate to darkroom practices</li> <li>•• digital media, programs and related technologies</li> <li>•• graphic media for purposes such as storyboarding, planning and constructing shoots.</li> </ul>  |  |                                    |               |   |   |



# Art & Design: Photography (continued)

|                              |   |
|------------------------------|---|
| <b>Assessment</b>            | <p>There is no final examination and the course is based on continuous assessment. The course consists of two units:</p> <p style="text-align: center;"><b>Component 1: Portfolio</b><br/><i>60% of the qualification</i></p> <p>For this Component you will produce a <b>portfolio of work</b> showing your personal response to a variety of <b>starting points</b>.</p> <p><b><i>The portfolio is internally assessed and externally moderated by AQA</i></b></p> <p><b><i>Each student must select and present a portfolio representative of their course of study. The portfolio must include both:</i></b></p> <p><b>1 - A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <p><b>2 A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</p> <p style="text-align: center;"><b>Component 2: Externally Assessed Assignment</b><br/><i>40% of the qualification</i></p> <p><b>AQA will provide a separate externally set assignment with seven different starting points.</b> Students must select and respond to one starting point from their chosen title. <b>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response,</b> their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</p> <p><b><i>This component is internally assessed and externally moderated by AQA</i></b></p> |
| <b>Pathway to the Future</b> | <p>The course is good preparation for progression to A Level in Art and Design: Photography – Lens and Light-based Media or a relevant college/vocational course. It could lead towards a career in fine art, new media, games development or games technologies, as well as digital photography and video, and more.</p> <p>If you have a specific interest in capturing the world through a lens, filmmaking or creating animations this is the course for you.</p>   |



# Computer Science

|                       |   |
|-----------------------|---|
| <b>Qualification</b>  | OCR GCSE Computer Science   |
| <b>Overview</b>       | <p>This course gives you an in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming.</p> <p>Students will be awarded a GCSE grade 1-9 with 9 being the highest.</p> <p>Why Study GCSE Computer Science?</p> <ul style="list-style-type: none"><li>• It is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life</li><li>• This qualification is included in the EBacc and has been approved by BCS(The Chartered Institute for IT)</li></ul>   |
| <b>Objectives</b>     | <p>In studying this course you will:</p> <ul style="list-style-type: none"><li>• Understand and apply the concepts of Computer Science, including logic, algorithms and data representation</li><li>• Understand the components that make up digital systems, and how they communicate with one another and other systems</li><li>• Develop your understanding of current and emerging technologies and how they work</li><li>• Understand the impact of digital technology to the individual and wider society</li><li>• Develop computer programs to solve problems, including designing, writing and debugging programs</li><li>• Evaluate the effectiveness of computer programs/solutions.</li></ul>   |
| <b>Course Content</b> | <p>To gain this qualification you will study three units:</p> <p><b>Computer Systems</b><br/>This unit covers the body of knowledge about computer systems. You will develop you understanding of:</p> <ul style="list-style-type: none"><li>• Systems architecture</li><li>• Memory</li><li>• Storage</li><li>• Wired and wireless networks</li><li>• Network topologies, protocols and layers</li><li>• Network security</li><li>• System Software</li><li>• Moral, social, legal, cultural and environmental concerns</li></ul> <ul style="list-style-type: none"><li>• Data representation</li><li>• Current and emerging technologies</li><li>• Development</li><li>• Effectiveness and efficiency</li><li>• Technical understanding</li><li>• Testing, evaluation and conclusions</li></ul> |



# Computer Science (continued)

|                                   |  |
|-----------------------------------|--|
| <b>Course Content - continued</b> | <p><b>Computational Thinking, Algorithms and Programming</b></p> <p>This unit builds on the knowledge and understanding gained in the first unit and allows you to develop your computational thinking and programming skills. You will also develop your understanding of:</p> <ul style="list-style-type: none"><li>• Translators and facilities of languages</li><li>• Algorithms</li><li>• High and low level programming</li><li>• Computational logic</li></ul> <p><b>Programming Project</b></p> <p>This unit is designed to provide you with an opportunity to carry out a practical problem solving programming task using an high level language, for example python. You will be assessed on:</p> <ul style="list-style-type: none"><li>• Programming techniques</li><li>• Design</li><li>•</li></ul> |
| <b>Assessment</b>                 | <p><b>Computer Systems (40%)</b> This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions.</p> <p><b>Computational Thinking, Algorithms and Programming (40%)</b> This is assessed by a written exam paper of 1 hour 30 minutes. There will be a mixture of short and long answer questions, some of which require you to write program code.</p> <p><b>Programming Project (20%)</b> You will create solutions to computing programming tasks chosen from a set of options supplied by OCR (controlled assessment).</p>  |
| <b>Pathway to the Future</b>      | You can go on to higher study and employment in the field of computer science.   |

\* Some students may wish to opt for Computer Science and IT. This will be allowed in exceptional circumstances. However, most students will be encouraged to take a broader curriculum path.



# Design Technology

|                              |  |
|------------------------------|--|
| <b>Qualification</b>         | AQA Materials Technology Technical Award Qualification   |
| <b>Overview</b>              | <p>This course is designed for students who wish to follow a practical route through design and technology. This course is for students who wish to learn about woods, metals and plastics in a primarily practical way. Students will gain a string understanding of the working properties of materials as well as their industrial and commercial viabilities. This qualification works on practical strategies to produce products and clear understanding of commercial practice and process.</p> <p>Students will be awarded a Pass, Merit, Distinction or Distinction +</p> <p>Technical awards are directly equivalent to GCSE and carry exactly the same weighting in terms of point's allocation for college.</p>  |
| <b>Objectives</b>            | <p>The objective of the Technical Award is offer learners an opportunity to gain a recognized GCSE standard qualification through their practical skills and talents. It carries the same weighting in terms of points for college as the GCSE but is much less focused on the design elements and much more skills and practical tasks based. This qualification is an outstanding contribution to the Design and Technology suite and highly recommended to students of all abilities who want to be able to use their practical talents.</p>  |
| <b>Course Content</b>        | <p>Students will complete Units 1 and 2 over the course of year 10 and 11.</p> <p>Unit one will cover a series of mini practical assignments that will enable students to be assessed over the 12 key areas of focus. Students will need to submit a portfolio of their making and workshop time through photographs. Students will also be required to demonstrate team working.</p> <p>Unit 2 will be an extended making task that will enable students to make a completed product in materials of their choice. It will showcase students learning from Unit 1. A short portfolio to outline planning and decision making will also be submitted with this.</p> <p>Unit 3 will be covered across theory lessons over the course of the two year cycle. This will focus on materials and manufacture, processes, joining methods, commercial practice, sustainability and careers opportunities.</p> <p>Students will spend most of their time in year ten making with theory lessons only aimed at unit 3.</p> |
| <b>Assessment</b>            | <p>There are 3 mandatory units:</p> <p>Unit 1: Skills Demonstration (Internally Assessed)<br/>Unit 2: Extended Making Project (Internally Assessed)<br/>Unit 3: Fundamentals of Materials Technology (Exam)</p>  |
| <b>Pathway to the Future</b> | <p>This course would be an ideal lead into crafts, joinery, architecture and product design, among other subjects. It is an ideal qualification for any students wishing to study practical skills and gain a qualification. It is an ideal complement to subjects such as maths, science, art and design.</p>   |



# Design Technology

|                       |  |
|-----------------------|--|
| <b>Qualification</b>  | AQA GCSE Design and Technology   |
| <b>Overview</b>       | <p>This syllabus is aimed at students wishing to explore their designing skills and who wish to understand the theory of materials and manufacturing processes. The course is based around understanding how different materials perform and how they are received by a client when combined within a product. This course is primarily design and theory based with some elements of making. It is ideal for those students wishing to undertake an academic route through design.</p> <p>Students will be awarded a GCSE 1 – 9</p>   |
| <b>Objectives</b>     | <p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.</p> <p>Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.</p>   |
| <b>Course Content</b> | <p>In year ten students will be introduced to a wide range of materials through mini focussed design tasks. The course will be primarily theory and design based to fit with the elements required for the specification. We will also be looking at presentation skills.</p> <p>In year 11 students will focus on examination technique, theory, design skills and their Non Exam Assessment project.</p>   |
| <b>Assessment</b>     | <p><b>The course is split into two key areas Non Exam Assessment and Examination. Throughout the course you will be learning within the following 3 key areas:</b></p> <p>Core technical principles<br/>Specialist technical principles<br/>Designing and making principles</p> <p><b>The examination is 2 hours with a mixture of long and short answer questions, 100 marks and 50 % of your GCSE.</b></p> <p><b>The Non Exam Assessment is also 50%, 100 marks and approximately 30-35 learning hours. The task assessment blocks are outlined below:</b></p> <p><b>Task(s)</b><br/>Substantial design and make task<br/>Assessment criteria:<br/>Investigating<br/>Designing<br/>Making<br/>Analysing and Evaluating</p> <p>In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner</p> |



# Design Technology - continued

|                               |  |
|-------------------------------|--|
| <b>Assessment - continued</b> | Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA Students will produce a working prototype and a portfolio of evidence (max 20 pages)<br>Work will be marked by teachers and moderated by AQA |
| <b>Pathway to the Future</b>  | This course would be an ideal lead into crafts, joinery, architecture and product design, among other subjects.  |



# Food Preparation & Nutrition

|                       |  |
|-----------------------|--|
| <b>Qualification</b>  | WJEC GCSE Food Preparation & Nutrition   |
| <b>Overview</b>       | <p>The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.</p> <p>This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas of content promotes flexibility of delivery, and releasing two tasks for each of the assessments that constitute the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.</p> <p>Students will be awarded a GCSE grade 1-9 with 9 being the highest.</p>   |
| <b>Objectives</b>     | <p>By studying food preparation and nutrition learners will:</p> <ul style="list-style-type: none"><li>☑☑ be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</li><li>☑☑ develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</li><li>☑☑ understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</li><li>☑☑ understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</li><li>☑☑ demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li><li>☑☑ 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.</li></ul> |
| <b>Course Content</b> | <p>Component 1: <b>Principles of Food Preparation and Nutrition</b></p> <p>Written examination: 1 hour 45 minutes<br/>50% of the qualification<br/>100 marks</p> <p><b>Areas of Content</b></p> <ol style="list-style-type: none"><li>1. Food commodities</li></ol>  |





# Food Preparation & Nutrition - continued

|                                   |  |
|-----------------------------------|--|
| <b>Course Content - continued</b> | <p>2. Principles of nutrition<br/>3. Diet and good health<br/>4. The science of food<br/>5. Where food comes from<br/>6. Cooking and food preparation</p> <p><b>Component 2: Food Preparation and Nutrition in Action</b></p> <p>Non-examination assessment<br/>50% of the qualification<br/>100 marks</p> <p>The non-examination assessment is composed of two assessments that are set by WJEC.</p> <p>Both assessments are to be completed in the academic year in which the learner is entered for the qualification. Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment. These recommended assessment hours need to be completed within the centre in compliance with the required regulatory conditions.</p>  |
| <b>Assessment</b>                 | <p><b>Component 1: Principles of Food Preparation and Nutrition</b></p> <p><b>Written examination: 1 hour 45 minutes</b><br/><b>50% of qualification</b></p> <p>This component will consist of two sections both containing <b>compulsory questions</b> and will assess the six areas of content as listed in the specified GCSE content.<br/><b>Section A:</b> questions based on stimulus material.<br/><b>Section B:</b> structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <p><b>Component 2: Food Preparation and Nutrition in Action</b></p> <p><b>Non-examination assessment: internally assessed, externally moderated</b><br/><b>Assessment 1: 8 hours</b><br/><b>Assessment 2: 12 hours</b><br/><b>50% of qualification</b></p> <p><b>Assessment 1: The Food Investigation Assessment</b><br/>A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p><b>Assessment 2: The Food Preparation Assessment</b><br/>Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> |



# Food Preparation & Nutrition - continued

|                               |  |
|-------------------------------|--|
| <b>Assessment - continued</b> | <p><b><u>Assessment objectives</u></b></p> <p>Learners must demonstrate their ability to:</p> <p><b>AO1</b><br/>Demonstrate knowledge and understanding of nutrition, food, cooking and Preparation</p> <p><b>AO2</b><br/>Apply knowledge and understanding of nutrition, food, cooking and preparation</p> <p>Plan, prepare, cook and present dishes, combining appropriate techniques</p> <p><b>AO4</b><br/>Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</p> |
| <b>Pathway to the Future</b>  | Events Management, Chef, Catering Manager, Nutritionist.   |



# Food Preparation & Nutrition

|                              |  |
|------------------------------|--|
| <b>Qualification</b>         | AQA Technical Award Qualification  |
| <b>Overview</b>              | Level 1/2 Technical Award Qualification in Food and Catering gives students a hands-on introduction to life and work in the catering industry. Learners will develop, practice and demonstrate key food preparation skills, making a variety of food products. They'll learn how to scale up production to produce larger quantities suitable for a commercial setting and get to demonstrate their skills through two internally assessed projects. Students will be awarded a Pass, Merit, Distinction or Distinction + Technical awards are directly equivalent to GCSE and carry exactly the same weighting in terms of point's allocation for college.  |
| <b>Objectives</b>            | The objective of the Technical Award Qualification is to offer learners an opportunity to gain a recognized GCSE standard qualification through their practical skills and talents. It carries the same weighting in terms of points for college as the GCSE but is much less focused on the design elements and much more skills and practical tasks based. This qualification is an outstanding contribution to the Design and Technology suite and highly recommended to students of all abilities who want to be able to use their practical talents.  |
| <b>Course Content</b>        | <p>This course is aimed at students who wish to take an extremely practical approach to understanding food and the world of catering and will provide an ideal lead into a job within the food industry. In Unit 1, students will be assessed by creating a number of small practical outcomes with an accompanying portfolio of no more than 12 pages across 12 competence areas: * Using kitchen equipment to prepare food * Quality control * Using the grill or an open flame * Using the hob * Using and Oven * Making sauces * Making pastry * Making cakes, cheesecakes and mousses * Making pasta * Presenting food * Teamwork In Unit 2 students will undertake an extended making project to a set brief. They will do this over the course of 35 hours and will provide photographic</p> <p>evidence as a portfolio. Students will be asked to create dishes that could be created again and again. You will draw on the knowledge you gained from unit 1. For example, A street food stall at an outdoor music festival. 50 covers will be required at one sitting. You will be tasked with designing dishes that could meet this criteria. You may wish to set your own brief in discussion with your teacher. Unit 3 is the written examination. The areas for testing will be based around the key skill areas you have studies above. * Meals and menu planning * Cooking methods and recipes * Commercial practice * Careers opportunities * Food and hygiene safety 50% of this paper will be multiple choice answers making it very accessible.</p> |
| <b>Assessment</b>            | There are 3 mandatory units: Unit 1: Practical Skills in Food and Catering (Internally Assessed) Unit 2: Extended Making Project (Internally Assessed) Unit 3: Fundamentals of Food and Catering (Exam)  |
| <b>Pathway to the Future</b> | Events Management, Chef, Catering Manager, Nutritionist.   |



# Geography

|                       |   |
|-----------------------|---|
| <b>Qualification</b>  | AQA GCSE Geography  |
| <b>Overview</b>       | <p>Students opting for Geography will experience the new and improved examination syllabus. Whilst the core concepts of what is studied will remain, the focus will be towards making Geography more topical and therefore more relevant to students' lives.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>   |
| <b>Objectives</b>     | <p>Geography gives students the chance to explore exciting, ever changing subjects from climate change to dealing with the world's expanding population. Geography is more relevant today than it ever has been and is a subject that opens doors to a wealth of careers.</p> <ul style="list-style-type: none"><li>• You should have a keen interest in the world around you. You should be prepared to work hard and research topics by yourself.</li><li>• You will develop a thirst for travelling and enquiring about your local area and the world!</li></ul>   |
| <b>Course Content</b> | <ul style="list-style-type: none"><li>• The study of subjects relevant to those whose life will span much of the twenty-first century.</li><li>• A focus on the dynamic nature of the world we live in.</li><li>• The ability to apply your understanding to complex issues of concern affecting the world and your own lives.</li><li>• An enquiry approach to issues associated with themes and place specific contexts.</li><li>• The importance of fieldwork as an essential element of an integrated approach to teaching and learning, which will be essential in your assessment (Including a minimum of two fieldwork investigations).</li></ul>  |
| <b>Assessment</b>     | <p>The assessment of the course is based in three examinations taken at the end of Year 11. There is only 1 tier of entry suitable for all candidates. There is no coursework element, however students will be examined on the fieldwork investigations that they have conducted in Paper 3.</p> <p><b>Paper 1: Living with the physical environment</b></p> <p><b><u>What is assessed?</u></b></p> <p>The challenge of natural hazards: Earthquakes, Volcanic Eruptions, Tropical Storms, Climate Change.</p> <p>The living world: Ecosystems, Tropical rainforest, Hot Deserts.</p> <p>Physical landscapes in the UK: Rivers and Coasts.</p> <p>Geographical skills: Maps, graphs and statistics.</p> <p><b><u>How it is assessed:</u></b></p> <ul style="list-style-type: none"><li>• Written exam: 1 hour 30 minutes</li><li>• 88 marks; 35% of GCSE(multiple-choice, short answer, levels of response, extended prose).</li></ul> |



# Geography - continued

## Assessment - continued

### **Paper 2: Challenges in the human environment**

#### **What is assessed?**

Urban issues and challenges: Population and Urbanisation.

The changing economic world: Globalisation and development.

The challenge of resource management: The importance of food, water and energy.

Geographical skills: Maps, graphs and statistics.

#### **How it is assessed:**

- Written exam: 1 hour 30 minutes.
- 88 marks; 35% of GCSE (multiple-choice, short answer, levels of response, extended prose).

### **Paper 3: Geographical Applications**

#### **What is assessed?**

Issue evaluation: A critical thinking and application exercise based on pre-released material.

Fieldwork: Based on two contrasting fieldwork studies conducted throughout the course.

Geographical skills: Maps, graphs and statistics.

#### **How it is assessed:**

- Written exam: 1 hour 15 minutes.
- 76 marks; 30% of GCSE (multiple-choice, short answer, levels of response, extended prose).
- Pre-release resources booklet made available 12 weeks before Paper 3 exam.

## Pathway to the Future

Geography could lead you to exciting career prospects - geography achieves good examination results nationally and is one of the most versatile subjects.

Geography is classified as a science subject in many universities when studied at A Level.



# History

|                       |   |
|-----------------------|---|
| <b>Qualification</b>  | Edexcel GCSE History 9-1  |
| <b>Overview</b>       | <p><b>A good historian is someone who...</b></p> <ul style="list-style-type: none"><li>• Likes to THINK CRITICALLY about the facts.</li><li>• Likes to put forward their OWN ARGUMENTS and is prepared to DEBATE and have their OPINION CHALLENGED.</li><li>• Has a passion for UNDERSTANDING PEOPLE and the decisions they made in the past.</li><li>• Has a THIRST to understand the world around them and actively QUESTIONS it.</li><li>• Likes to construct extended written responses to show their ANALYTICAL skills and ability to construct a logical, reasoned ARGUMENT.</li></ul> <p><b><u>If this sounds like you, then history GCSE is a great option to consider.</u></b><br/><b>Lessons are active, engaging and are designed to get you to think analytically.</b></p>  |
| <b>Objectives</b>     | <p>The objectives of this GCSE course are:</p> <ul style="list-style-type: none"><li>• To develop students' awareness of the world they live in today and the development of the modern world</li><li>• To apply second order historical concepts such as change over time, consequence, significance to address complex historical questions</li><li>• To develop key skills of analysis, evaluation, justification and critical examination of source material</li><li>• To prepare students for further study.</li></ul>   |
| <b>Course Content</b> | <p><b>Paper 1: Thematic study and historic environment</b><br/><b><i>Medicine in Britain c.1250 – present &amp; The British sector of the Western Front 1914-18: injuries, treatment and the trenches</i></b></p> <p>You will look at the development of <b>medicine in Britain</b></p> <ul style="list-style-type: none"><li>• Medieval Medicine 1200 - 1500</li><li>• Renaissance Medicine 1500-1700</li><li>• Medicine 1700-1900</li><li>• Modern Medicine 1900-2017</li><li>• <i>You will investigate how ideas about cause of illness, prevention of illness and treatment of illness changed and developed including the role of key individuals such as Galen, Harvey, Jenner, Pasteur, Watson and Crick.</i></li><li>• <i>The questions include a 12 mark and 20 mark essay response.</i></li></ul> <p>You will complete a study on the <b>British Sector of the Western Front</b></p> <ul style="list-style-type: none"><li>• Key battles</li><li>• Structure of the trench network and evacuation route</li><li>• Treatment of war injuries</li><li>• Overcoming problems</li><li>• Development of plastic surgery</li><li>• <i>The questions focus on sources.</i></li></ul> |



# History - continued

|                                   |   |
|-----------------------------------|---|
| <b>Course Content - continued</b> | <p><b>Paper 2: Period study and British depth study</b><br/><i>Superpower relations and the Cold War 1941-1991 &amp; Early Elizabethan England 1558-1588</i></p> <p><b>Cold War 1941-1991 Superpower relations USA v. USSR</b></p> <ul style="list-style-type: none"><li>• How and why did the Cold War start?</li><li>• Key flash points: Berlin Airlift, Hungarian Uprising, Berlin Wall, Cuban Missile Crisis and Prague Spring.</li><li>• Why was there a period of détente?</li><li>• What was the Second Cold War?</li><li>• How did the Cold War end?</li></ul> <p><b>Early Elizabethan England</b></p> <ul style="list-style-type: none"><li>• What was Elizabethan society like?</li><li>• How was Elizabeth threatened as monarch? Rebellions and attempted invasion</li><li>• How did Elizabeth keep control?</li></ul> <p><b>Paper 3: Modern depth study</b><br/><i>Weimar and Nazi Germany 1918-1939</i></p> <ul style="list-style-type: none"><li>• The Weimar Republic – How and why was it created?</li><li>• How was the Weimar Republic threatened? Political putsches, economic crises, hyperinflation and international isolation.</li><li>• How did Stresemann create stability?</li><li>• How did the Wall Street Crash affect Germany?</li><li>• The development of the Nazi Party</li><li>• How did the Nazis come to power?</li><li>• How did the Nazis create a totalitarian dictatorship that ended democracy?</li></ul> <p><i>You will look at this 20 year period in detail considering what it would have been like as an ordinary German to live through it and how lives changed during the inter-war period.</i></p> |
| <b>Assessment</b>                 | <p>There are three exam papers. All require extended written answers (essays). Papers 1 and 3 include sources.</p> <p><b><u>Paper 1 Thematic study and historic environment</u></b><br/><i>Medicine in Britain c.1250 – present / The British sector of the Western Front</i><br/>Worth: 30%<br/>Written exam: 1 hour 15 minutes</p> <p><b><u>Paper 2 Period study and British depth study</u></b><br/><i>Superpower relations and the Cold War 1941-1991 / Early Elizabethan England</i><br/>Worth: 40%<br/>Written exam: 1 hour 45 minutes</p> <p><b><u>Paper 3 Modern depth study</u></b><br/><i>Weimar and Nazi Germany 1918-1939</i><br/>Worth: 30%<br/>Written exam: 1 hour and 20 minutes</p>  |
| <b>Pathway to the Future</b>      | Solicitor, Barrister, Curator, Journalist, Legal Executive, Political Researcher, Teacher   |



# IT

|                       |  |
|-----------------------|--|
| <b>Qualification</b>  | AQA Technical Award in IT  |
| <b>Overview</b>       | <p>In today's technological world, IT is an important and worthwhile qualification. No matter what you decide to do when you leave school, the chances are you will end up working with IT. This qualification will help you to understand more about how and why IT operates in the way it does. IT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers.</p> <p>Students will be awarded a Pass, Merit, Distinction and Distinction*</p> <p>Technical awards are directly equivalent to GCSE and carry exactly the same weighting in terms of point's allocation for college.</p>  |
| <b>Objectives</b>     | <p>This new course has been designed around the three occupational areas that research shows were the greatest skills gaps are:</p> <ul style="list-style-type: none"><li>• Creative - interactive entertainment products and websites</li><li>• Data management – spreadsheets and databases</li><li>• Technical – networking, building, configuring a PC.</li></ul>  |
| <b>Course Content</b> | <p>To gain this qualification you will study three units:</p> <ul style="list-style-type: none"><li>• <b>Unit 1: Practical skills in IT</b><br/><br/>In this unit you will develop a broad range of fundamental skills in the creative and data management occupational areas.</li><li>• <b>Unit 2: Creating IT systems internally assessed)</b><br/>This unit allows you to focus on either the creative or data management occupational area with a view to developing your understanding and skills in designing, creating, testing and evaluating a complete IT system to meet the requirements of an end user.</li><li>• <b>Unit 3: Fundamentals of IT (externally assessed)</b><br/>This unit will provide you with the underpinning knowledge and understanding required to work within the IT industry, including learning what IT systems are, where they are used and their component parts.</li></ul> |
| <b>Assessment</b>     | <ul style="list-style-type: none"><li>• Unit 1: Understanding IT systems (30%)</li><li>• Unit 2: Creating IT systems (30%)</li><li>• Unit 3: fundamentals of IT (written exam – 40%)</li></ul> <p>The first two units are internally assessed whilst the third is externally assessed.</p>   |





## IT – continued

### **Pathway to the Future**

The IT based skills and knowledge that you will acquire through this qualification provide a valuable basis for those wanting to progress on to a career in the information technology industry. In addition, your ability to use IT more effectively and the essential transferable skills including planning, research and analysis, working with other people and successful communication that you will develop, will be very relevant to work or going on to further study.

\* Some students may wish to opt for Computer Science and IT. This will be allowed in exceptional circumstances. However, most students will be encouraged to take a broader curriculum path.



# Modern Foreign Languages

|                       |   |
|-----------------------|---|
| <b>Qualification</b>  | AQA GCSE French   |
| <b>Overview</b>       | <p>Due to new technology and improved travel and communications it is crucial that we learn to speak and to understand each other in a wider global context. This can only be done effectively by learning other languages and appreciating associated cultures.</p> <p>You have developed important language skills and knowledge at Key Stage 3. The GCSE course will build on this and introduce you to a wider range of language structures and vocabulary. You will learn to recognise these and to apply your new knowledge to different contexts.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>   |
| <b>Objectives</b>     | <ul style="list-style-type: none"><li>• A GCSE in another language rewards practical communication skills and adds a European dimension to your studies.</li><li>• Learning another language can enhance your employment and mobility prospects whether you want a career in business, engineering, fashion or world class football</li><li>• It encourages you to express yourself, your likes, dislikes, ideas and opinions and develops self-confidence.</li></ul>   |
| <b>Course Content</b> | <p>You will enjoy this course if you want to study a subject that offers:</p> <ul style="list-style-type: none"><li>• a range of skills and a variety of activities with topics that include media, entertainment and youth culture, education, training and employment and social activities, fitness and health. These topics fall into three broad themes:</li></ul> <p>Theme 1 – Identity and culture<br/>Theme 2 – Local, national, international and global areas of interest<br/>Theme 3 – Current and future study and employment</p> <ul style="list-style-type: none"><li>• The opportunity to improve your communication skills and gain a better insight in to the life and culture of other countries.</li></ul>         |
| <b>Assessment</b>     | <p>There are four exams at the end of Year 11. Each exam is worth 25% of your final of your overall GCSE grade.</p> <p>In consultation with your teacher, you will decide, whether to take the Higher Tier (grades 4-9) or Foundation Tier (grades 1-5) exam.</p> <p>The details of each exam are given below:</p> <p><b>Paper 1: Listening (25%)</b><br/>Understanding and responding to different types of spoken language. You will be asked to answer questions in both the target language and in English.</p> <p><b>Paper 2: Speaking (25%)</b><br/>Communicating and interacting effectively in speech for a variety of purposes. You will be asked to complete a role play, a photo card task and a general conversation.</p> |



# Modern Foreign Languages - continued

|                               |   |
|-------------------------------|---|
| <b>Assessment - continued</b> | <p><b>Paper 3: Reading (25%)</b><br/>Understanding and responding to different types of written language. You will be asked to answer questions in the target language and in English. You will also be asked to complete a translation task from the target language into English.</p> <p><b>Paper 4: Writing (25%)</b><br/>Communicating effectively in writing for a variety of purposes. You will be asked to complete structured writing tasks and to translate from English into the target language.</p> |
| <b>Pathway to the Future</b>  | <p>You will be able to learn new languages from scratch at sixth-form college and even at University. The skills and techniques you will gain from studying both at GCSE will stand you in good stead for the future.</p> <p>A language qualification at any level increases your employability. For those who are considering studying at university in the future, you can do a language module as part of many degrees e.g. law, business, English, you don't have to do just a Languages Degree.</p>        |



# Music

|                              |   |
|------------------------------|---|
| <b>Qualification</b>         | AQA GCSE Music  |
| <b>Overview</b>              | <p>All students are expected to be able to play an instrument or sing to a competent level before choosing Music as a GCSE</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>   |
| <b>Objectives</b>            | <p>This course encourages students to:</p> <ul style="list-style-type: none"><li>• develop their own musical interests and skills including the ability to make music individually and in groups and to use music technology</li><li>• evaluate their own and others' music</li><li>• understand and appreciate a range of different kinds of music</li><li>• actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.</li></ul>   |
| <b>Course Content</b>        | <p>The course has 3 components – Understanding Music (written exam 40%), Composing Music (30%) and Performing Music (30%). These parts are connected through 4 Areas of Study: Western Classical Tradition (1650-1910), Popular Music, Traditional Music and Western Classical Tradition since 1910.</p>  |
| <b>Assessment</b>            | <p><b>Performing (30%)</b><br/>Students are encouraged to develop their performance skills during the course and must perform one solo and one ensemble (group) piece for their final assessment.</p> <p><b>Understanding Music (40%) - 1hr30 terminal exam</b><br/>The final examination takes the form of a listening test where students will respond to questions based on short musical excerpts, drawing on music from all Areas of Study. Recorded excerpts of music will be provided on a CD with a variety of styles of questions to be answered. There is also a section B where pupils are expected to produce extended responses to questions about set pieces studied over the course.</p> <p><b>Composing Music (30%)</b><br/>Students are required to compose two pieces of music: composition to a brief and free composition. The compositions will be written using real instruments and/or music writing software such as Cubase and Sibelius. Creativity and originality are encouraged, and the students require motivation and initiative to develop their own compositional ideas with teacher guidance.</p> |
| <b>Pathway to the Future</b> | <p>Composer for Film and TV, Performer, Music therapist, Songwriter, Teacher, work with record labels, work in media</p>  |



# Performing Arts

|                       |   |
|-----------------------|---|
| <b>Qualification</b>  | AQA Performing Arts Technical Award   |
| <b>Overview</b>       | <p>This course is ideally suited to learners with a preference for practical, as well as written work. This qualification has a focus on and rewards creativity.</p> <p>This will count as equivalent to one GCSE and colleges and universities will count it.</p> <p>You will be required to perform in front of others as part of this course as well as becoming involved in backstage production. It is vital that you have good attendance as you will be working as part of a group.</p>  |
| <b>Objectives</b>     | <p>Performing Arts offers students the opportunity to explore a range of creative as well as critical thinking skills while engaging and encouraging them to become imaginative and confident performers and designers. It implements and instils key skills applicable to a variety of careers as you learn to present yourself in public with confidence. You will also learn to collaborate, communicate and negotiate with others, think analytically and evaluate effectively. You will gain the confidence to pursue your own ideas, reflect and refine your efforts. Whatever the future holds, you will emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.</p>  |
| <b>Course Content</b> | <p><b>Unit 1: Unlocking creativity (internally assessed) 30% of the overall qualification</b></p> <p>You will be asked to come up with a performance idea based on a brief from a range of practitioners such as Andrew Lloyd Webber. You will be taught to understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. You will produce a portfolio of research, planning and ideas to enable you to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented.</p> <p><b>Unit 2: The production/performance (internally assessed) 30% of the overall qualification</b></p> <p>You will work towards producing a performance to an audience based on a list of five briefs. You will choose a minimum of two disciplines from either a list of performance roles including acting, dancing, singing, instrumental musician, musical theatre, variety performance, pantomime, physical theatre and circus skills or a list of production roles including costume, set design, properties, make-up, lighting, sound, stage, original writing, directing, choreography, PR and film production.</p> <p><b>Unit 3: The performing arts experience (externally assessed) 40% of the overall qualification</b></p> <p>You will draw on knowledge and understanding from units 1 and 2 and also from:</p> <ul style="list-style-type: none"> <li>• roles and responsibilities within the performing arts industry</li> <li>• the role of performing arts in society</li> <li>• approaches to rehearsal</li> <li>• working as a deviser/performer/director</li> <li>• marketing and public relations</li> <li>• health and safety</li> <li>• design and technical elements</li> <li>• reviewing performances.</li> </ul> <p>The range of questions are designed to assess your knowledge across the performing arts industry and your ability to use creative thinking.</p> |



## Performing Arts - continued

|                              |  |
|------------------------------|--|
| <b>Assessment</b>            | <p>Unit 1: Unlocking creativity (internally assessed) 30% of the overall qualification</p> <p>Unit 2: The production/performance (internally assessed) 30% of the overall qualification</p> <p>Unit 3: The performing arts experience (externally assessed) 40% of the overall qualification</p>   |
| <b>Pathway to the Future</b> | <p>You will research different performing arts disciplines and show/reveal their creativity when developing ideas for a performance and develop the practical skills associated with performing arts. The latter requires self-discipline, motivation and commitment – key elements that are all needed for further study. In addition, learners will develop a broad knowledge of creative business practices, including functions and roles, marketing and event management, develop knowledge of how to put on a production and being enabled to perform effectively in their chosen area. The analysis and evaluation of skills will come through independent, team and collaborative work and will develop an awareness of industrial practices and employment opportunities.</p> <p>The course will develop a variety of transferable skills including self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving. These are skills that will stand any learner in good stead for the future, irrespective of career path. Literacy and numeracy skills will be developed in addition to an increased awareness of the positive effects of performing and production. Performing Arts students go on to pursue careers in Performing Arts , Entertainment Industry, Media, Politics, Teaching, Events Management etc. while Universities view Drama A level in conjunction with other appropriate subjects as acceptable for study in Medicine and Law.</p> |



# Physical Education

|                              |   |
|------------------------------|---|
| <b>Qualification</b>         | EdExcel GCSE Physical Education   |
| <b>Overview</b>              | <p>All students have a compulsory two hours of Physical Education per week. To complement this, students may opt to take the GCSE PE course.</p> <p>To take PE as an options students must be committed to bringing the correct PE kit to every lesson and attend at least one extra-curricular sports club.</p> <p>Students will be awarded a 1-9 grade, with 9 being the highest.</p>   |
| <b>Objectives</b>            | <p>Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport.</p> <p>Use this knowledge and understanding to improve performance in physical activity and sport.</p> <p>Perform effectively in range of different physical activities by developing skills, techniques and tactics.</p> <p>Understand the contribution that physical activity and sport make to health, fitness and physical wellbeing.</p>  |
| <b>Course Content</b>        | <p><b><u>The GCSE course involves:</u></b></p> <ul style="list-style-type: none"> <li>• Component 1: Fitness and the Body Systems</li> <li>• Component 2: Health and Performance</li> <li>• Component 3: Practical Performance skills.</li> <li>• Component 4: Personal Exercise Programme (PEP)</li> </ul>   |
| <b>Assessment</b>            | <ul style="list-style-type: none"> <li>• Component 1: Fitness and the Body Systems – anatomy and physiology, movement analysis, physical training and use of data. (36% of the marks)</li> <li>• Component 2: Health and Performance – health, fitness and well-being, sport psychology, socio – cultural influences and use of data (24% of the marks)</li> <li>• Component 3: Practical Performance – Assessed in 3 best sports (must cover both areas of individual and team games) through skills during individual and team practices and general performance skills. (30% of the marks)</li> <li>• Component 4: Personal Exercise Programme (PEP) – plan, carry out and evaluate a PEP. (10% of the marks)</li> </ul> |
| <b>Pathway to the Future</b> | <p>A Level/BTEC courses<br/> A sport related degree<br/> A career in the sports/science industry<br/> Careers in: Coaching, Police/Fire Service, Armed Forces, Physiotherapist, Nutritionist</p>  |



## Key Dates

### Options Programme

Thursday 23<sup>rd</sup> March

Parents/Options Evening  
Options Presentations to parents by Miss Clare  
Careers staff present

Thursday 30<sup>th</sup> March

Student options launch via Enrichment Day  
Options booklet issued

18<sup>th</sup> April – 28<sup>th</sup> April

Individual student interviews with a member of  
SLT (Options form will be collected at the end of  
the interview)

**Tuesday 2<sup>nd</sup> May**

Final date for handing in completed Options  
forms by 1pm – if students have not already  
done so in SLT interviews.

Summer Term

Students and parents will be notified of the  
option choices they have been allocated