



# Options 2021



**TOTTINGTON HIGH SCHOOL**  
Excellence Through Partnership



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## **BACKGROUND**

The choice of subjects to be studied to examination level at Key Stage 4 (Years 10 and 11) is a vital one which must be made in year nine.

We are pleased to inform you that every subject has created a video with further information about their subject to help you make a fully informed decision. The videos are available to watch on the options section of our website.

The purpose of this booklet is to provide students and parents with appropriate information to ensure that a carefully considered decision is made. The subject statements provided offer a broad outline of the examination course to be followed at Key Stage 4. All students in year nine are guided and supported throughout this period. After discussions with subject teachers, careers guidance teachers and parents, students should try to choose those subjects which are best suited to their particular aptitudes and abilities.

Students are asked to make a reserve choice for a number of reasons. We do our best to ensure students get their first choices, but that is not always possible. We will always speak with students if we need to use their reserve choice.

On Thursday 25<sup>th</sup> February there will be a virtual assembly at 11.20am to further support Year 9 with this process. We will send out a Teams invite to all students.

**You will receive a link to an online form to enable you to send us your option choices.**

**The option form should be completed and returned by Monday 1<sup>st</sup> March 2021.**

**Please get in touch should you have any queries at all.**

**We are always here to help!**

## **INTRODUCTION**

### **CHOOSE a subject because:**

- You are interested in it and would like to pursue this interest.
- You are good at it.
- You have been advised by your teachers.
- It may be useful for future studies or career.

**DO NOT** choose a subject because your friends have chosen it. Think only of your own abilities, aptitudes and future interests.

**DO NOT** choose a subject because you like the teacher. You are not guaranteed to get that teacher in years 10 and 11.

**DO NOT** choose a subject because you think it is an 'easy option'. Every subject will make strenuous demands on you.

### **WHY MAKE A CHOICE?**

**Career plan:** In many cases a student has a specific career ambition. Many careers have educational requirements expressed in terms of examination results in particular subjects so it is vital to choose the right subjects.

**Personal preference:** As young people get older their personal likes and dislikes become clearer cut and they may not want to study every subject. Providing that a good broad general education is undertaken, there is no reason why a student should study every subject. It is often valuable to build on their interests as, by focusing on these, they are more likely to enjoy success.

### **MAKING THE CHOICE**

This choice is important and the following section is designed to help both students and parents to make the best decision possible.

#### **There are three main considerations to be borne in mind:**

1. The subjects chosen may have an important bearing on the future choice of career.
2. The choice will determine the pattern of study for each student for two years and it must therefore be a combination which will give the student a sense of satisfaction.
3. The subjects chosen should give the student the best possible opportunity to gain the highest level of success of which he/she is capable.

Obviously there will be many other things which are of concern to individual students. The important thing is that these be taken into account by the individual student and his or her parents, for this is essentially an individual choice. Many people can offer advice but they cannot make the final decision which must rest with the student.

It may, perhaps, be of value to consider three stages in making the final choice of subjects. These stages pose some of the questions which must be answered if a reasoned choice is to be made.

### **STAGE 1: BASIC QUESTIONS**

- What subjects are needed for career ambitions?
- What subjects are of particular interest?
- What is the content of each subject?
- What methods of study and examination are used in each subject?

### **STAGE 2: FINDING THE FACTS**

<b>Question</b>	<b>Source of the Answer</b>
a) Which subjects are needed for specific careers?	i. Teachers ii. Careers Adviser iii. This booklet and the school website
b) What is the content of each subject and how is it studied and examined?	i. The teacher in charge of that subject ii. Your own teacher of that subject iii. This booklet and the school website
c) What is the assessment structure of the subject?	i. See the section marked 'Assessment Structure' for each subject on the website ii. The teacher in charge of that subject iii. Your own teacher in that subject

### **STAGE 3: WEIGHING THE INFORMATION**

- a) If there is a change in career ambition, will the choice still be satisfactory?
- b) How many career 'doors' will be shut by the combination of subjects chosen?
- c) Do the chosen options give a balanced education?
- d) Will the choices give the best possible qualifications in terms of examination results?
- e) Will the student choices give them a range of courses that will engage them over the two years?

## **SUBJECT CHOICE AND CAREER**

### ***A Balanced Career***

A good general education is important whatever you are going to do. Universities, Colleges of Further Education, Employers and Training Officers have one thing in common. They are all looking for young adults leaving school who have an all-round education with a breadth of interest, experience and qualifications rather than someone who is a narrow specialist at this stage.

In a rapidly changing technological society it is likely that workers of the future will have evolving careers and may choose a career in a job sector that doesn't yet exist.

The implications for school are that we must produce intelligent, articulate and adaptable young adults, with a well-balanced course of study that has a breadth of subjects.

Making decisions is not easy. Think very carefully, hold discussions with teachers and parents, find out as much as you possibly can about all the option subjects, and above all **ASK QUESTIONS**.

The large number of possible routes from school makes it impossible to give comprehensive guidance in this booklet, but students have had an insight into the post-16 landscape through careers activities and also have the opportunity to speak to our careers advisor in school.

### **ENGLISH BACCALAUREATE (EBacc)**

The EBacc is a group of subjects that are recognised by Universities and Employers as giving a broad and balanced curriculum.

- English Language and English Literature
- Mathematics
- Two Sciences (This can include Computer Science)
- German
- A humanities subject (Geography and/or History)

## **OPTIONS**

All students are different, therefore we offer a wide variety of courses for students to study. Students have the option to choose from all the list of subjects available. To ensure breadth of study, students will be asked to pick at least one subject from the suite of EBacc optional subjects.

Some students will have the opportunity to study Triple Science - the Sciences as three separate subjects, Biology, Chemistry and Physics. The majority of students study the Combined Science Dual Award GCSE which is compulsory.

All students study:

GCSE English Language and GCSE English Literature

GCSE Mathematics

GCSE Dual Award Science or the Separate Sciences depending on their pathway.

Students will also take part in Physical Education (PE) and Personal Development.

### **Separate Science Pathway**

- This is the pathway where it is possible to study each of the sciences as separate GCSEs as Biology, Chemistry and Physics **instead of** Combined Science. This leads to three separate GCSE qualifications.
- If students wish to follow this pathway they should opt for Triple Science as one of their three options and also confirm with their Science teacher that they are well suited to this.

### **Combined Science Pathway**

- In this pathway students study Combined Science which is a dual science award.

GCSE English Language:

- is 100% examination;
- will assess spoken language skills - but this will not contribute to the final grade;
- will allocate 20% of the marks for the written exams to accurate spelling, punctuation and grammar;
- is un-tiered;
- is fully linear with assessments available in the summer.

### **COMPONENT 1: Explorations in Creative Reading and Writing**

- **Written examination: 1 hour 45 minutes**
- **50% of qualification**

#### **Section A (25%) – Reading**

Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions that test understanding of language, structure and evaluation.

#### **Section B (25%) – Prose Writing**

One descriptive or narrative writing task.

### **COMPONENT 2: Writer’s Viewpoints and Perspectives**

- **Written examination: 1 hour 45 minutes**
- **50% of qualification**

#### **Section A (25%) – Reading**

Understanding of two extracts (about 900-1200 words in total) of one non-fiction text and one literary non-fiction text, assessed through a range of structured questions.

#### **Section B (25%) – Writing**

1 Extended non-fiction writing task.

### **COMPONENT 3: Spoken Language**

Non-exam assessment- Unweighted

One presentation/speech, including responses to questions and feedback

GCSE English Literature is:

- is assessed by examination only
- is un-tiered
- is linear, with assessment in the summer series
- requires the study of whole texts
- will allocate 5% of the total marks to accurate spelling, punctuation and grammar
- will allocate 20-25% of the total marks for tasks which require learners to perform comparison across texts

**COMPONENT 1: Shakespeare and Poetry****Written examination: 1hr 45 minutes: 40% of qualification****Section A (20%) Shakespeare**

- Students will answer one question on their play. They will be required to write in detail about an extract from the play and then to write about the play as a whole. *Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing, Julius Caesar.*

**Section B (20%) The 19th-Century Novel:**

- Students will answer one question on their novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. *The Strange Case of Dr Jekyll and Mr Hyde, Charles Dickens A Christmas Carol, Charles Dickens Great Expectations, Charlotte Brontë Jane Eyre, Mary Shelley Frankenstein, Jane Austen Pride and Prejudice, Sir Arthur Conan Doyle The Sign of Four*

**Component 2: Post-1914 Prose/ Drama, 19th Century Prose and Unseen Poetry****Written examination: 2 hours and 15 minutes: 60% of qualification**

- **Section A Modern Texts:**

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

*JB Priestley An Inspector Calls, Willy Russell Blood Brothers, Alan Bennett The History Boys, Dennis Kelly DNA, Simon Stephens The Curious Incident of the Dog in the Night-Time (play script), Shelagh Delaney A Taste of Honey*

*Prose: William Golding Lord of the Flies, AQA Anthology Telling Tales George Orwell Animal Farm, Kazuo Ishiguro Never Let Me Go, Meera Syal Anita and Me, Stephen Kelman Pigeon English*

- **Section B Poetry:**

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

- **Section C Unseen Poetry:**

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems.

**CONTACT: MRS WALDRON / MISS ARNOLD: HEADS OF ENGLISH FACULTY**

**MATHEMATICS****Pearson EDEXCEL and OCR GCSE**

GCSE Mathematics:

- Is 100% examination;
- With tiered papers, foundation (Grades 1-5) and higher (Grades 4-9);

**WHAT WILL I LEARN ABOUT IN MATHEMATICS?**

All GCSE courses in Mathematics follow the National Curriculum, so you will carry on from the work completed at Key Stage 3.

**The topics are:**

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

**WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

By studying GCSE Mathematics, you will be able to reason clearly and logically, set out a rational argument and find solutions to problems in real life. You will be able to understand the Mathematics likely to be encountered in daily adult life and develop your ability to solve problems systematically and select the correct technique for the solution.

**HOW WILL I LEARN ABOUT THIS SUBJECT?**

You probably will not see a great deal of change in the method of how you learn, however the work will become much more challenging and will require consistently high levels of effort. Please remember if you are stuck with any aspect of the work you must seek help.

**WHAT DO EMPLOYERS THINK ABOUT MATHEMATICS?**

Employers/professions often require at least a Grade 4 in GCSE Mathematics. Indeed, they may require you to sit a Mathematics Skills Test to check your knowledge before offering the job to you.

The reason that Mathematics is held in such high regard is because of the transferable skills you learn in the subject and its relevance to real life. Good Mathematical skills are essential in Building, Engineering, Economics, Medicine, ICT, Accountancy, Teaching, and many more professions.

**HOW WILL I BE ASSESSED?**

There are three examination papers, each 1 hour 30 mins in duration. Each paper is equally weighted in content and marks. The grade is attained from the overall mark from all three papers. Higher tier is graded from 4-9 and foundation tier is graded from 1-5. Currently Foundation tier students sit the OCR examination board papers and higher tier entry students sit the Edexcel examination board papers.

The GCSE Course is designed to meet the requirements of OCR and Edexcel Exam Specifications in Mathematics. Student progress will be assessed by the teacher on a regular basis by a series of short examinations at key points in the Academic Year.

**CONTACT: MR WILKINSON: HEAD OF MATHEMATICS FACULTY**

**AQA GCSE****WHY STUDY SCIENCE?**

Science affects a very large part of your life - what you eat, what you wear and what you use. The Science GCSE course encourages you to consider the way in which Science is applied to technological developments and will help you to formulate views and opinions about these issues e.g. whether or not you would want your children to be vaccinated etc.

**COURSE CONTENT AND SKILL DEVELOPMENT**

This Science course leads to a dual award GCSE grade. The GCSE combined science course covers the three main subject areas Biology, Chemistry and Physics. Students will study and be assessed on two units of Biology, two of Chemistry and two of Physics which will lead to a combined double GCSE grade.

The KS4 Science course begins in Year 9. In Year 10 all students follow the Combined Science modules. These introduce topics such as genetics, atomic structure, energy and forces. These are followed using a mixture of practical work, investigation and discussion. In Year 11, students continue to build up their knowledge; there are topics on organ systems, chemical reactions and radioactivity. This Science course gives all of the background required for students who may wish to take Biology, Chemistry or Physics at Advanced Level.

**ASSESSMENT STRUCTURE**

The exam board is AQA Trilogy. All the examinations are taken at the end of Year 11. There are six examinations each of 1 hour 15 minutes, two Biology, two Chemistry and two Physics. These are available at foundation tier (grades 55-11) and higher tier (99-44). Students must complete all assessments in the same tier. There are required practical assessments that will need to be completed and are assessed in the written examinations.

**OPPORTUNITIES BEYOND YEAR 11**

Combined science students can take Biology, Chemistry or Physics at Advanced Level. It can also lead on to a range of vocational courses. It is not necessary to have taken triple science to access these courses. These courses lead to a wide variety of degrees and employment in engineering, the medical, environmental and research industries, to name but a few. They can also lead to courses which qualify a student for practical and technological work in a wide range of industries, from health and sports to medical and work as a technician.

**CONTACT: MR HARDMAN: HEAD OF SCIENCE FACULTY**

### **WHY STUDY ART & DESIGN?**

If you have creative and artistic abilities, you will develop them in much greater depth, while extending your skills to a higher level.

It is an exciting practical skills-based course, working with a variety of media.

You will be working with people who share your interest and enthusiasm for the subject. Producing original artwork will give you great personal satisfaction.

### **WHAT WILL I LEARN ABOUT IN ART?**

In Art and Design you will improve your observation and objective drawing. Explore your own personal ideas imaginatively in visual and tactile studies. You will learn more about the work of other Artists, Craftsmen and Designers and understand the influence they have on your own work. You will use a variety of materials and techniques to express your ideas and learn how to modify and improve work as it progresses. You will use all your planning, research and development of ideas to produce a successful piece of artwork and gain more confidence in your knowledge about Art in our society and around the world. You will learn to work independently and creatively.

### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

- Observation drawing
- Painting
- Sculpture using various media including ceramics.
- Mixed Media
- Printmaking
- Textiles

### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

In Year 10, you will be guided through three major coursework projects. Each 'Project' will include: observational drawing, collecting other visual resources, photography, development of your own imaginative ideas, research into relevant artists and designers, practical experimentation, planning and modifying your ideas and producing a successful piece of Artwork. In Year 11, you will be expected to work more independently to develop your own ideas. Working through coursework projects before your final examination project. Towards the end of the course, you will be able to revisit previous work to improve it, select the best work and prepare it for final assessment.

## **WHAT DO EMPLOYERS THINK ABOUT ART?**

An essential qualification, if you are looking for a career in any Art, Design or Craft related field, you wish to study Art and Design in Further and Higher Education. It provides you with a creative way of 'thinking' and problem-solving. If you achieve a good grade, employers will be impressed with your 'well rounded' education. There is a wide range of career opportunities available from Architecture to Teaching.

## **HOW WILL I BE ASSESSED?**

- Regular End of Project Assessments and tutorials to set individual targets.
- Continuous Assessment on all elements of Coursework from the start of Year 10.
- A Mock Examination Project in Year 11.
- Presentation of three major Coursework Projects for Assessment by the end of April in Year 11.
- A ten-hour Practical Examination, Final Assignment to be completed by Easter in Year Eleven.
- Exhibitions of work and external Moderation in June

## **EXTRA-CURRICULAR OPPORTUNITIES**

- After school Workshops are arranged over two or three nights a week.
- Possibility of working with Artists in Residence to enhance and develop your work.

## **WHAT WILL I NEED?**

- A sturdy folder, minimum size A1, to keep all your work safely from the start of the course. (Requested in the summer term).
- Basic Art equipment to allow you to work creatively at home.
- Sketchbooks and Work Journals.

## **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA
- Title – Art & Design
- Entry Tiers – One Tier
- Coursework – 60%
- Final Exam – 40%

**CONTACT: MRS L ARTHINGTON: HEAD OF ART**

### **WHY STUDY ART & DESIGN?**

Textile design is a creative subject which will allow you to explore your interests in the fashion and interiors industry and textile design. You will do this through experimenting with a range of exciting decorative techniques.

This is a practical course which offers you the opportunity to find your own distinctive style. We will explore this through several design and make projects, looking at past and present designers and creating a body of work that shows your creativity.

### **WHAT WILL I LEARN ABOUT IN Textile Design?**

- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles

### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

- Fashion illustration
- Printing and dye work
- CAD CAM
- Mixed Media
- Garment construction
- Decorative techniques
- Interior design

### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

In Year 10, you will be guided through two or more major coursework projects. A 'Project' will include: illustration, research, textile techniques, making, and critical analysis.

In Year 11, you will work independently to develop your own ideas. You will develop your coursework projects before your final examination project. Towards the end of the course, you will be able to revisit previous work to improve it, select the best work and prepare it for final assessment.

**CONTACT: MISS J POSTLE HEAD OF TECHNOLOGY FACULTY**

**OCR Cambridge Nationals Level 2 Certificate**

In Enterprise & Marketing, you will learn about how the world of business works and its relevance to almost every aspect of modern society. Amongst other topics, you will learn about planning, finance, marketing and economics and discover some of the methods and techniques used to analyse an organisation's performance.

Students will follow the Cambridge Nationals in Enterprise and Marketing qualification. This is a vocational qualification and students have to complete three units.

- **R064 Enterprise and Marketing concepts-** In this Unit you will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification.
- **R065 Design a Business Proposal-** In this unit you will develop the skills to design a business proposal to meet a specific business challenge. You will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.
- **R066 Market and pitch a business proposal-** In this unit you will develop the skills to create a brand identity and promotional plan for your specific business product proposal developed in the second topic. You will develop pitching skills in order to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using your learning, self-assessment and feedback gathered.

**WHAT SKILLS WILL I GAIN?**

Application of knowledge and ability to understand, organise and interpret information, evaluate, present, ICT, Numeracy, communication, leadership and teamwork.

**WHAT DO EMPLOYERS THINK ABOUT BUSINESS?**

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study

**Unit R064: Enterprise and marketing concepts**

1 hour and 30 minutes written exam – 50%

Mixture of multiple choice questions and short answer questions

**Unit R065: Design a business proposal**

Centred assessed task (coursework) – 25%

**Unit R066: Market and pitch a business proposal**

Centred assessed task (coursework) - 25%

**QUALIFICATION INFORMATION**

- Qualification – Vocational Cambridge National Level 2 Award
- Awarding Body – OCR
- Title – Enterprise & Marketing

**CONTACT: MISS A SELDON: HEAD OF BUSINESS**

# **CHILD LEARNING & DEVELOPMENT**

## **OCR Cambridge Nationals Level 1 & 2 Certificate**

**OPTIONAL**

### **WHY STUDY CHILD LEARNING & DEVELOPMENT?**

If you are interested in studying childcare at college this is the course for you. It will provide you with hands-on practical experience of looking after a baby as well as everything else that goes along with it. You will have the opportunity to work independently, in groups and gain vital knowledge from mums, mums-to-be and parents.

### **WHAT WILL I LEARN ABOUT IN CHILD LEARNING AND DEVELOPMENT?**

Learners will develop an understanding of the development of a child from pre – conception to 5 years of age. We will look at various topics surrounding this area such as, Pre-conceptual care, antenatal care, health, safety and diet of the child, play, education and how to provide support for the parent and child.

### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

You will learn a range of practical skills such as how to feed, change and care for a baby with the use of our Realcare electronic baby. You will also learn vital skills such as:

- Practical parenting skills
- Communication
- Presentation
- Life skills
- Planning
- Research

### **HOW WILL I LEARN ABOUT THIS SUBJECT?**

You will learn information about the theory topics via PowerPoint presentations, practical work, videos, visiting speakers and through exam questions.

### **WHAT DO EMPLOYERS THINK ABOUT THIS SUBJECT?**

Colleges and employers look on the subject very favourably. You will learn vital information and practical skills that will enable you to pursue the next stage of your education or working life. This course is essential if you wish to study Childcare or Health and Social Care in your further education.

### **HOW WILL I BE ASSESSED?**

#### **Unit 1 – RO19 - Understand the equipment and nutritional needs of children from birth to five years**

You will carry out an in-depth research task on a topic of your choice, these include:

- Pre-conceptual care
- Antenatal care
- Health, safety, diet and care of the child
- Childhood illnesses
- Support for the parent and child

This is internally assessed and is worth 25% of the final grade.

## **Unit 2 – R020 - Understand the development of a child from birth to five years**

Learners will work with a child aged up to 5 years old over a period of 3 months. During this time the learner will:

- carry out and evaluate appropriate research
- use research to select, plan and justify play activities which will enable them to observe physical, intellectual and cognitive, emotional and social, communication and language development
- carry out observations of a child to assess their development
- record observations analyse and evaluate observations, recognising change and progression in development and comparing against developmental milestones.

This is internally assessed and is worth 25% of the final grade.

## **Unit 3 – R018 – Written exam -Health and well-being for child development**

### **What is assessed?**

- Contraception
- Pre conceptual care
- Reproduction
- Ante natal care
- Preparing for the baby
- Birth
- Postnatal care
- Medical professionals
- Needs of the child
- Childhood illnesses
- Safety

### **How it is assessed?**

- Written exam: 1 hour 15 minutes
- 80 marks
- 50% of final grade

### **Questions**

A mix of short answer and extended questions.

All results are awarded on the following scale:

- Distinction\* at Level 2
- Distinction at Level 2
- Merit at Level 2
- Pass at Level 2
- Distinction at Level 1
- Merit at Level 1
- Pass at Level 1

**CONTACT: MISS J POSTLE HEAD OF TECHNOLOGY FACULTY**

**OCR Cambridge Nationals Level 2 Certificate****Course Content & Skills**

Cambridge Nationals in Creative iMedia are media sector-focused including film, television, web development, gaming, digital image manipulation and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to learning; this is ideal for students who want to use IT in a creative manner and in the media sector.

**Is this course for me?**

This course is for people who like to use ICT in a creative manner. To stretch your learning, you can investigate the different purpose, uses and audience for digital media across the UK. This could include the development of apps on phones and tablets, social media and its impact on the world, or the development of comic book narratives in popular culture.

**What is assessed?**

Students will be assessed on the following units:

- Unit 1: Pre Production Skills; externally assessed through an Exam (25% of final grade)
- Unit 2: Creating Digital Graphics; centre assessed (25% of final grade)
- Two more units from a wide range of choice; all centre assessed, each one worth 25% of final grade

**How is it assessed?**

25% Examination

75% Non-examined assessment (3 units of work, each worth 25%)

All results are awarded on the following scale:

- Level 2 Distinction\* to Level 2 Pass

**Where Can It Take Me?**

Useful for:-

- Level 3 media courses
- Careers in web design
- Careers in media production (TV, radio and film)
- Careers in games design and development
- Careers in graphic design

**CONTACT: MR A ISHTIAQ: TEACHER OF ICT**

**OCR GCSE COMPUTER SCIENCE****WHY STUDY COMPUTER SCIENCE?**

Students who take GCSE in Computing will want to extend their understanding of the technology behind the digital world in which we live.

They will want to know how computers work, what hardware and software actually do and want to learn programming skills that they can then use to solve computer based problems.

There will be a focus on Python to create high level console applications along with the function of low-level programming, through conceptual models and the use of assembly code programming.

**WHAT WILL I LEARN ABOUT IN COMPUTER SCIENCE?****COMPUTER SYSTEMS**

- Systems Architecture
- Memory and Storage
- Computer Networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

**COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING**

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and integrated development environments

**WHAT ARE THE SKILLS I WILL GAIN?**

You will develop skills in managing computer based projects, database design and use, programming in specific computer languages.

**WHAT DO EMPLOYERS THINK ABOUT COMPUTER SCIENCE?**

There is currently a shortfall in the number of well skilled IT professionals within the workforce. This course is specifically designed to deliver the sort of high level skills that might lead to a successful career in the area.

This course provides the best first step towards A Level Computing, touching on all the key areas that are covered in greater depth within the A Level course.

**HOW WILL I BE ASSESSED?****OCR EXAM BOARD: GCSE 9-1: J277/01****PAPER 1: COMPUTER SYSTEMS**

- 50% of the total GCSE
  - 1 hour 30 minutes
  - written paper
  - 80 marks
- Computer Systems – Written Paper

**OCR EXAM BOARD: GCSE 9-1: J277/02**

**PAPER 2: COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING**

- 50% of the total GCSE
  - 1 hour 30 minutes
  - written paper
  - 80 marks
- Computational thinking, algorithms and programming – Written Paper

**CONTACT: MR SHEPHERD HEAD OF COMPUTING FACULTY**

**AQA GCSE – Resistant Materials  
Pearson EDEXCEL - Textiles****WHY STUDY DESIGN TECHNOLOGY?**

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

You will have the opportunity to work creatively when designing and making and apply technical and practical expertise and you will have an interest in the wider role of technology in society, how designers use influences to be creative and be confident in using both modern and traditional equipment.

**WHAT WILL I LEARN ABOUT IN DESIGN TECHNOLOGY?**

Technology areas have now merged into one GCSE course where students learn aspects of most subjects; Resistant Materials OR Textiles. Although students will access information on all areas, the main focus for practical work will be on Resistant Materials or Textiles.

You will develop knowledge of the 6 core principles below across the suite of subjects in technology and will further your knowledge and expertise in at least one of the technology subject areas.

You will be required to learn about **6 core principles** and use this knowledge in order to make effective design choices.

The core technical knowledge will consist of the following topics:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

In addition to the core technical principles, you will develop an in-depth knowledge and understanding of the following **specialist technical principles**:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes

You will need to demonstrate and apply **knowledge and understanding of designing and making principles** in relation to the following areas in at least one area of study:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

### **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

The use of ICT will be an integral part of the course. Computer-aided Design has to be included in the design folder. Computer-Aided Manufacturing will be included in the practical work and students will develop skills in modelling and making in multiple materials including, wood, metals, plastics and card.

The skills developed in the course naturally lead onto the A-Level Design and Technology. There are opportunities to embark on a diverse array of Post 16 studies and careers, these include, engineering, architecture, fashion, biomedical, video gaming platforms, product /industrial design, graphic design, illustration, advertising and interior design.

### **HOW WILL I LEARN ABOUT THE SUBJECT?**

You will learn about this subject through a range of practical and theoretical projects throughout Year 10, building skills and abilities in producing imaginative designs and prototypes using a range of different media/materials and processes to given scenarios.

### **WHAT DO EMPLOYERS THINK ABOUT THE SUBJECT?**

Employers and colleges recognise this subject as a route into trades and engineering with routes into education and employment post 16 including; A levels, vocational level 2/3/4 courses, graduate and post-graduate courses in: 3D Design, Engineering, Product/Industrial Design, Architecture, Sustainability, Jewellery, Graphic Design, Textiles, Interior Design, Illustration and a Foundation Diploma in Art and Design. Trades such as plumbing and carpentry. The skills and understanding learned and developed in this course will help with all types of career where problem solving, creativity and innovation are valued.

## **HOW WILL I BE ASSESSED?**

The course is split into two sections; the NEA (non-exam assessment) is worth 50% of the overall grade and the formal examination (sat in May 2019) makes up the other 50% of the overall grade.

### **WRITTEN PAPER (50%)**

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

- Core technical principles
- Specialist technical principles either textiles OR resistant materials
- Designing and making principles

#### **How is it assessed?**

- Written exam: 1 hour 45 minutes
- 100 marks/50% of GCSE

#### **Questions**

- Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

### **NON-EXAM ASSESSMENT (50%)**

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

Practical application of:

- Core technical principles
- Specialist technical principles (Textiles or Resistant Materials)
- Designing and making principles

#### **How is it assessed?**

- Non-exam assessment (NEA) approximately 30–35 hours
- 100 marks/50% of GCSE

#### **What should students produce?**

- Major design and make task

#### **Assessment criteria to include the following:**

- investigating
- designing
- making
- testing and evaluating

### **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA (Resistant Materials) EDEXCEL (Textiles)
- Entry Tiers – One Tier 9-1
- Coursework – 50%
- Final Exam – 50%

**CONTACT: MISS J POSTLE: HEAD OF TECHNOLOGY FACULTY**

**WJEC EDUQAS Level 2 Award****WHY STUDY HOSPITALITY & CATERING?**

This qualification is designed for students with an interest in hospitality & catering. It will provide students with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

**WHAT WILL I LEARN IN THIS SUBJECT?**

Students will study the food and cookery sector incorporating knowledge, technical and practical skills.

**HOW WILL I LEARN IN THIS SUBJECT?**

The majority of the topics will be taught through planning, preparation and making activities. Students will be expected to transfer skills learnt from theory lessons and demonstrations into their practical sessions. The practical sessions and demonstrations will with be evaluated in order to complete evidence of knowledge and skills learned to add to their portfolio of work.

**You will learn about the following 5 topics:**

- planning
- research skills
- communication
- problem solving skills
- health and safety

**HOW WILL I BE ASSESSED?**

To be awarded the Eduqas Level 2 Certificate in Hospitality & Catering, learners are required to successfully complete four mandatory units.

**Unit1**

The Hospitality and Catering Industry

**Unit 2**

Hospitality and Catering in Action

All results are awarded on the following scale:

- Level 2 Distinction\* to Level 2 Pass

**QUALIFICATION INFORMATION**

- Awarding Body – WJEC (EDUQAS)
- Title – Hospitality & Catering
- Requirements – Internally & Externally Moderated Portfolio of Evidence and Externally Set and Marked Assignments

**CONTACT: MISS R REDMOND: TEACHER OF FOOD**

**AQA GCSE  
WHY STUDY GEOGRAPHY?**

Do you want to study a subject that is modern, stimulating, relevant to your life and practical? A subject in which you can achieve highly? If yes, then Geography is the subject for you! It is your world, so why not find out more about it?! Studying Geography will enable you to find out how the Earth works and the challenges we face in the 21<sup>st</sup> Century. Geography will give you a passport to understanding the world in which you live. You will get the opportunity to investigate a wide range of topics in this subject.

Note: Year 9 have already begun studying topics on this GCSE course and will continue to develop this into year 10.

**WHAT WILL I LEARN ABOUT IN GEOGRAPHY?**

You will study both Physical and Human Geography topics:

**Living with the physical environment – Paper One**

- The challenge of natural hazards – volcanoes, earthquakes, weather hazards e.g. hurricanes, weather hazards in the UK, climate change
- The living world – Ecosystems, tropical rainforests, cold environments
- Physical landscapes in the UK – coastal landscapes and glaciated landscapes.

**Challenges in the human environment – Paper Two**

- Urban issues and challenges – Studying city life in an NEE e.g. Rio de Janeiro in Brazil and in the UK e.g. Manchester, and also how cities can be sustainably developed.
- The changing economic world – Studying development, population and the rising importance of NEE countries e.g. Nigeria. Studying the importance of the UK in the world economy.
- The challenge of resource management – Studying the challenge of ensuring there is enough food, energy and water for the people of the world.

**Geographical applications – Paper Three**

- Issue evaluation – A resource booklet is given before the exam to be studied and subsequently for students to answer questions about in the exam. This involves some statistical analysis using maths skills.
- Fieldwork – Two **compulsory** fieldtrips are taken as there is a requirement for students to have conducted both physical and human fieldwork. These are currently to Cleveleys to study coastal management strategies (early in year 10) and to Salford Quays for Human Geography to study the urban regeneration which has happened to this former dockland to transform it into a media/cultural hub (later in year 10). *The cost of these trips is low to cover coach transport only.*

## **WHAT ARE THE SKILLS I WILL GAIN?**

- The ability to research and present information
- The ability to use Graphs, Diagrams and Statistics to help analyse information
- The opportunity to conduct practical fieldwork enquiries using the primary data collection skills.
- The ability to work individually and collaboratively.
- The ability to debate controversial and topical information

## **HOW WILL I LEARN ABOUT THIS SUBJECT?**

In Geography, you will be an active learner who will experience the subject in a variety of different ways, from constructing models to explain the formation of hurricanes to debating on whether the Malaysian Rainforest should be opened up to development. You will be expected to research information using a variety of different sources, make decisions on current and controversial issues and undertake two practical fieldwork enquiries. You will also learn to use information including maps and graphs.

## **WHAT DO EMPLOYERS THINK ABOUT GEOGRAPHY?**

Geography bridges the gap between the arts and the sciences and is particularly useful if you are thinking of a career in Retail, Business, Banking, Law, Politics, Accountancy, Marketing, Armed Forces, Media, Journalism, Relief/Aid Work, Travel and Tourism, Environmental Management, Surveying, Architecture, Police/Social Work, Education, Management, Land Management.

## **HOW WILL I BE ASSESSED?**

### **Paper 1: 35%: Living with the physical environment**

Written paper, maximum 88 marks (35%). Topics examined at the end of Year 11. Duration of examination: 1 hour 30 minutes.

### **Paper 2: 35%: Challenges in the human environment**

Written paper, maximum 88 marks (35%). Topics examined at the end of Year 11. Duration of examination: 1 hour 30 minutes.

### **Paper 3: 30%: Geographical applications**

Written exam: maximum 76 marks. Topics examined at the end of Year 11. Duration of examination: 1 hour 15 minutes.

**Geographical skills** – will be examined in all three papers

## **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – AQA
- Title – Geography
- Entry Tiers – One Tier Grade 9-1
- Written Exam Papers – Paper 1 35%, Paper 2 35%, Paper 3 30%

**CONTACT: MRS HUGO : HEAD OF GEOGRAPHY**

**AQA GCSE****WHY STUDY GERMAN?**

German is a language spoken by many people within Europe. There are strong historical, cultural and trading links between Britain and Germany. German is considered to be one of the key languages in business, engineering and medicine. By continuing with German, you are increasing your career options. In the enlarged European trade market those speaking German, as one of the business languages most in demand will enjoy more opportunities than ever. Please note - you will only be able to opt for German if you are currently studying it in Year 9.

**WHAT WILL I LEARN IN GERMAN?**

You will continue to develop your language skills within three main areas:

- **Identity and culture :**  
Family, Friends, Technology and Free time
- **Local, national, international and global areas of interest:**  
Home, Town, Region, Social issues and the Environment
- **Current and future study and employment:**  
School, Post-16, Jobs, Career choices and Ambitions

**WHAT ARE THE SKILLS I WILL LEARN?**

You will learn how to speak, read, write in German and understand spoken German in a variety of situations. You will develop your knowledge of German Grammar.

**WHAT DO EMPLOYERS THINK ABOUT GERMAN?**

Employers are always keen to have someone with knowledge of German working with them. Germany is one of our most important trading partners in Europe and many British firms have branches in Germany, just as there are as many German companies investing in Britain. We cannot walk down the main street of any British town today without seeing German brand names: BMW, Volkswagen, Mercedes, Audi, Porsche, Aldi, Lidl, Bosch, Siemens, Miele, Adidas and many more.

**HOW WILL I BE ASSESSED?**

You will be assessed in each of the **four language skills** at the end of Year 11. With the new exam, if you are entered as a Foundation candidate, you will do the Foundation paper in all 4 skills. Equally, if you are entered as a Higher candidate, you will be entered for Higher for all 4 skills. There is no mixing and matching.

**1. Listening:**

- Worth 25% of the final GCSE Grade
- Written exam - 35 minutes (Foundation Tier), 45 minutes (Higher Tier)  
40 marks (Foundation Tier), 50 marks (Higher Tier)
- Set and marked by AQA
- Some questions and answers in English, some in German

## 2. Reading:

- Worth 25% of the final GCSE grade
- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)  
60 marks (for each of Foundation Tier and Higher Tier) Set and marked by AQA
- Some questions and answers in German, some in English
- This paper will also include a translation from German into English

## 3. Speaking

- Worth 25% of the final GCSE grade
- Terminal speaking test including role-play, photo card description and an extended conversation based on two topics:
- Role-play – 15 marks- 2 minutes at Foundation Tier; 2 minutes at Higher
- Photo card – 15 marks-2 minutes at Foundation Tier; 3 minutes at Higher
- Conversation– 30 marks-3–5 minutes at Foundation; 5–7 minutes at Higher
- Conducted by the Teacher and marked by AQA

## 4. Writing:

- Worth 25% of the final GCSE grade
- A written exam- 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- Set and marked by AQA
- Some questions and answers in German, some in English
- This paper will also include a translation out of English into German

## QUALIFICATION INFORMATION

- Qualification – GCSE
- Awarding Body – AQA
- Title – German
- Entry Tiers – Higher or Foundation Grade 9-1
- Listening – 25%
- Reading – 25%
- Speaking – 25%
- Writing – 25%

**CONTACT: MRS C CATTERALL: HEAD OF MODERN FOREIGN LANGUAGES**

**Pearson EDEXCEL GCSE****WHY STUDY HISTORY?**

The best reason to study History is because you enjoy it! It's fascinating! Imagine a subject that teaches you about the most exciting things that have ever happened. It is also essential to learn from the past in order not to repeat our mistakes. Imagine a world where another Hitler might be allowed to rise to power. Other great reasons to study History are that it is an academic subject with an established tradition, and that it is well-respected among employers and in higher education. History opens doors.

**WHAT WILL I LEARN ABOUT IN HISTORY?**

In GCSE History you will learn about Crime and Punishment through the ages, from the days of the Anglo-Saxons to modern policing techniques, law enforcements and punishments. You will also focus on Elizabethan England and the Spanish Armada, examine the rise of Hitler and the evil of the Nazi state and investigate the circumstances surrounding the Cold War stand-off between the USSR and the West. These topics have been selected for their accessibility, interest, and relevance to contemporary issues.

**WHAT DO EMPLOYERS THINK ABOUT HISTORY?**

Employers consider History to be one of the best subjects to demonstrate a potential candidate's ability in critical thinking and argumentation. It is a subject that opens doors everywhere but is particularly well suited to the law, education and journalism.

**EXTRA-CURRICULAR OPPORTUNITIES**

An extended reading library is available on request in J7. This will allow students to read beyond the textbook and challenge themselves by augmenting their historical vocabulary.

**HOW WILL I BE ASSESSED?****PAPER 1: Thematic Study and Historic Environment**

**Option 11:** Crime and Punishment Through Time, c.1000-present

30% of total marks 1 hour 15 minutes

**PAPER 2: Period Study and British Depth Study**

This paper is divided into 2 sections:

**Section A: Option 27:** Superpower relations and the Cold War, 1941-91

**Section B: Option B4:** Early Elizabethan England, 1558-88

40% of total marks 1 hour 45 minutes

**PAPER 3: Modern Depth Study**

**Option 31:** Weimar and Nazi Germany, 1918-39

30% of total marks 1 hour 20 minutes

**CONTACT: MISS CHADDERTON HEAD OF HISTORY**

**EDUQAS GCSE****WHY STUDY MUSIC?**

- If you already play an instrument or sing, you can develop your skills and get a GCSE out of it!
- If you already enjoy writing your own music or songs, you can use this ability and experience towards your GCSE.
- If you are a creative person who wants to learn to make music, this course will give you that chance.
- If you love listening to music, and can spot all the details, sing every riff and “air-drum” every beat you have already developed some of the abilities you need. OK, so you can’t mime playing it in the exam, but if you can already think that rhythm or sing that tune in your head, you have some skills!

**WHAT WILL I LEARN ABOUT IN MUSIC?**

You will improve your skills in performing and composing different styles of Music. You will listen to a wide variety of Music and learn more about how and why it was written and/or performed.

You will receive instrumental lessons to aid you on your instrument. Please see Mr Atkinson about this, before choosing Music as an option. If you don’t already have instrumental (or singing) lessons, you may struggle to pass this course.

In order to do well on this course, basic keyboard skills are also important, particularly to help with composition. The keyboard work we have done in class is enough, but students who have keyboard lessons in addition to their main instrument tend to do best in the composition aspect of the course.

**WHAT SKILLS WILL I GAIN FROM THIS SUBJECT?**

Studying Music, at any level, develops the following skills:

- Self-Confidence: *through self-improvement as well as performance*
- Problem Solving: *fixing errors when practicing and finding your own solutions*
- Creativity: *writing music and coming up with own ideas*
- Self-Discipline: *being able to practise alone and set your own deadlines*
- Teamwork: *performing with others, being a reliable and dependable classmate*

**EXTRA-CURRICULAR OPPORTUNITIES**

Most students opting for Music at GCSE will already play an instrument and be having individual lessons. You should be willing to contribute to the musical life of the school in terms of the activities we have on offer. It is expected that you will spend time at home practicing your instrument and using the Music Department facilities at break time, lunchtime and after school, particularly for composition. We have a varied programme of musical experiences provided within and beyond the school environment.

## WHAT DO EMPLOYERS THINK ABOUT MUSIC?

Due to the varied skills (listed above) we learn as musicians, people who have studied music are very employable. A survey by the Guardian in 2013 found that music graduates were employed in areas (beyond music) such as publishing, editing, media production, broadcasting, and marketing, many worked in management roles and they were many employed in finance/banking, legal and consultancy fields.

## HOW WILL I BE ASSESSED?

There are **THREE** units which will be assessed from the specification:

### **PERFORMING Music: Teacher Assessment** **30% of grade**

Candidates are required to perform throughout the course and will two recordings for final assessment; this is a combination of SOLO and/or ENSEMBLE performances.

This can be in any style and on any instrument (including DJ skills, rapping, singing, band and orchestral instruments). Grade 3 music is the standard level and can score full marks if played perfectly.

### **COMPOSING Music: Teacher Assessment** **30% of grade**

A 'free choice' composition. Candidates should explore instrumental combinations and capabilities, within the chosen style or genre.

A 'set brief' composition, where the exam board dictate a style in which to compose, from a choice of four each year. There is still plenty of freedom to be very creative!

### **LISTENING & APPRAISING Music: Examination Paper** **40% of grade**

A written exam paper (lasting approximately 1 hour 15 minutes) assessing knowledge and understanding of music. There will be 8 questions, 2 for each of the Areas of Study:

1. Musical Forms and Devices (including a Set Work\*)
2. Music for Ensemble
3. Music for Film
4. Popular Music (including a Set Work\*)

*\* = a set work is a piece of music which everybody has to learn about*



**CONTACT: MR ATKINSON: HEAD OF MUSIC**

**BTEC Level 2 Technical Award****WHY CHOOSE A BTECH TECH AWARD IN PERFORMING ARTS?**

Performing Arts is about providing a glimpse into the professional Performing Arts sector. You will explore different styles of acting and performance, including different professional practitioners. Both theoretical and practical exploration of styles such as physical theatre, naturalism, devised and scripted work give a well-rounded experience of performance and development of practical skills. This qualification assesses students through assignments and tasks (including performance) rather than traditional exams.

**WHY CHOOSE A BTECH TECH AWARD IN PERFORMING ARTS?**

- Assessed with performance-based tasks and assignments.
- Content to interest and engage those interested in Performing Arts.
- Planning and teaching made simple: all the support materials you need and a performing arts specialist on hand.

If you want to experience learning about a subject through fun, practical and creative methods; developing confidence, teamwork skills and building relationships, this is the course for you.

**HOW DOES THE COURSE WORK?**

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure: explore, develop and apply, has been developed to allow students to build on and embed their knowledge, understanding and practical skills. This allows them to grow in confidence and then put into practice what they have learned over time. The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

**HOW WILL I BE ASSESSED?****Exploring the Performing Arts – understanding existing styles and repertoire**

- Internally assessed assignments
- 30% of the total course

**Developing Skills and Techniques in the Performing Arts – putting practical skills into group and individual rehearsal and performances**

- Internally assessed assignments
- 30% of the total course

**Performing to a Brief – working as a group to create and perform original material to fit a brief**

- Externally assessed task
- 40% of the total course

## HOW DOES THE GRADING WORK?

Students achieve a grade for each component, which are allocated points. At the end of the course, the exam board calculate the final grade by adding the points from each component, and matching this against the qualification grade point thresholds.

Level 2 Distinction\*, Level 2 Distinction, Level 2 Merit, or Level 2 Pass.

The BTEC Tech Award in Performing Arts has been included on the DfE List of qualifications which will count towards performance tables in England (2019 results), meaning that it can be included in the third tier of Progress 8: the 'open' (non-EBacc) category

## WHAT SKILLS WILL I GAIN FROM THIS SUBJECT?

Studying Performing Arts, at any level, develops practical and transferrable skills:

- Creative Thinking: *Exploring existing material and devising own ideas both theoretically and practically*
- Problem Solving: *Time management and meeting a brief*
- Responsibility and Dependability: *Organisation, self-discipline, empathy*
- Collaboration and Teamwork: *Rehearsing and performing with others*
- Self-Discipline and Time Management: *being able to practise alone*

### A taster of the sector

The Tech Award is a practical introduction to life and work in the Performing Arts sector, so students can develop their understanding of the industry and see whether it's a career they'd like to be in.

### A well-rounded foundation for further study

As they're designed to be taken alongside GCSEs, with a Tech Award, students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

### Recognised by employers and Universities

In 2015, 1 in 4 students who entered university in the UK did so with a BTEC. BTEC is a recognised and well-known qualification suite, providing reassurance that students who study a BTEC meet the levels required by employers and Higher Education.

## QUALIFICATION INFORMATION

- Qualification – Vocational BTEC Level 2
- Awarding Body – EDEXCEL
- Title – Performing Arts
- Entry Tiers – Level 2
- Internally Assessed Assignments – 60% in total
- Externally Assessed Task – 40%

**CONTACT: MR M GAVIN HEAD OF PERFORMING ARTS**

**Pearson EDXCEL GCSE****WHY STUDY RELIGIOUS STUDIES?**

We live in a world of different belief systems and values. This subject looks at fundamental questions about life, death and the purpose of our existence. It examines issues facing people in all parts of the world and helps you understand your own personal beliefs and how you might be able to influence events. You will investigate arguments about God and whether we should allow euthanasia and abortion, what happens when we die and views on evil and suffering. The course will be enjoyable and is highly relevant to any chosen career; it allows you to participate in some soul searching of your own.

**WHAT WILL I LEARN ABOUT IN RELIGIOUS STUDIES?**

The course is about Religion and Ethics in Christianity and Religion, Peace and Conflict in Islam. You will study topics such as Christian beliefs, marriage and family, living the religious life, crime and punishment, peace and conflict and matters of life and death (abortion, euthanasia etc.) All will be studied in relation to Christian and Muslim beliefs and practice.

**HOW WILL I LEARN ABOUT THIS SUBJECT?**

A wide range of different types of teaching and learning styles, including research activities and group work are used.

**You will follow the Pearson Edexcel Specification B 'Beliefs in Action' – Area of Study 1 - Religion and Ethics based on a study of Christianity. Including the following topics:**

- Matters of Life & Death e.g. abortion, euthanasia
- Christian Beliefs e.g. creation theories, the problem of evil
- Marriage & the Family e.g. Christian marriage, divorce, contraception
- Living the Christian Life e.g. prayer, charity and pilgrimage

**You will also follow Pearson Specification B 'Beliefs in Action' – Area of Study 2 – Religion, Peace and Conflict based on a study of Islam. Including the following topics:**

- Muslim Beliefs e.g. Allah, evil & suffering
- Peace and Conflict e.g. war, weapons
- Crime and Punishment e.g. death sentence, drugs.
- Living the Muslim Life e.g. the Five Pillars of Islam

## **WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

Religious Studies will help develop your key skills in decision making, investigation, reflective thinking, working with others and problem solving. It will also give you skills in making decisions about moral problems and help you to become sure about your own beliefs and explain them clearly to others. It is not about making you religious, it is about enabling you to think for yourself about religious and moral issues.

## **EXTRA-CURRICULAR OPPORTUNITIES**

There will be extra sessions for eligible students to enable them to gain the best Grade they can. We have a varied programme of Religious Educational experiences provided within and beyond the school environment.

## **WHAT DO EMPLOYERS THINK ABOUT RELIGIOUS STUDIES?**

A GCSE in Religious Studies is a stepping stone to a wide range of careers and future opportunities e.g.

- Teacher
- Journalist
- Medical Careers
- Social Worker

*Religious Studies is a way of broadening your understanding of the world and people. You will have to meet people from a huge range of cultural backgrounds”.*

The skills you develop will support you in further employment. A good Grade at GCSE will help you progress to an AS/A Level in Religious Studies. GCSE Religious Studies also prepares you to work and deal with people of different cultures and beliefs, which can be very useful for careers such as the Police, Medicine, Law, Government, Management, Armed Forces, Counselling, Therapy and Nursing.

## **HOW WILL I BE ASSESSED?**

For the full course, two examinations will be taken at the end of Year 11. Each will be worth 50% of the final result and last 1 hour and 45 minutes.

## **QUALIFICATION INFORMATION**

- Qualification – GCSE
- Awarding Body – EDEXCEL
- Title – Religious Studies
- Entry Tiers – One Tier Grade 9-1
- Two Written Exam Papers

**CONTACT: MRS ASHBURNER HEAD OF RE**

**Pearson EDEXCEL GCSE****WHY STUDY PHYSICAL EDUCATION?**

Physical Education seeks to give young people a positive approach towards physical activity and recognise its contribution to their personal, social, physical and emotional well-being.

**WHAT WILL I LEARN ABOUT IN PHYSICAL EDUCATION?**

GCSE Physical Education theory is divided into two sections: fitness and body systems, which covers topics such as applied Anatomy and Physiology and movement analysis. Health and performance covers topics such as health and wellbeing. In the practical area you will learn the skills and tactics relevant to sport. There will be opportunities to participate in new activities.

**WHAT ARE SOME OF THE SKILLS I WILL GAIN?**

You will develop a range of skills that will also be transferable i.e. the ability to work with other people (in teams), the ability to enhance decision-making skills, the ability to evaluate movement and develop physical skills in a range of sporting activities.

**EXTRA-CURRICULAR OPPORTUNITIES**

A range of school teams in the major sports of Football, Netball, Cricket, Cross-country, Athletics, Basketball and Badminton. Clubs run throughout the year and selection for school teams is based on attendance at these clubs.

**WHAT DO EMPLOYERS THINK ABOUT PHYSICAL EDUCATION?**

The skills you learn in Physical Education such as working in teams, decision-making and analytical capabilities are useful in many jobs. Physical Education is useful when considering a career in Physiotherapy, Education, Sports Development, Sports Science, Emergency Services, Research, Nutrition, Sales and Marketing.

**HOW WILL I BE ASSESSED?**

The course is divided into **Theory** and **Practical** activities.

- The **Theory** Component is assessed by two written examinations: **(60%)**
- The **Practical** Activities are assessed by Controlled Assessment **(30%)**. At the end of the Course students must choose **THREE** activities.
- One must be a **team activity (e.g. football/ netball)**
- One must be an **individual activity (e.g. trampolining/ Athletics)**
- **The final activity can be a free choice.**
- **Personal Exercise programme** internally marked **(10%)**
  - Aim and planning analysis
  - Carrying out and monitoring the PEP
  - Evaluation of the PEP

**QUALIFICATION INFORMATION**

- Awarding Body – EDEXCEL
- Entry Tiers – One Tier Grade 9-1

**CONTACT: MRS Z CARTER ACTING HEAD OF PHYSICAL EDUCATION**

**OCR Cambridge National Level 2 Certificate****WHAT ARE CAMBRIDGE NATIONALS?**

Cambridge Nationals in Sport are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external assessment and meets the DfE's requirements for attainment tables and headline performance measures.

**CAMBRIDGE NATIONAL IN SPORT STUDIES**

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Students will be studying 4 units over the course of the 2 years to achieve Level 2 pass/merit/distinction certificate.

The units consist of an exam which is worth 25% of the final course.

**Unit R051: Contemporary Issues in Sport**

1 hour written paper 60 marks (60 UMS)

OCR set and marked

This question paper: comprises short answer questions, extended response questions and some use of multiple choice questions

Assesses the quality of written communication.

**Unit R052: Developing Sports Skills**

Developing skills, techniques and use of tactics/strategies/compositional ideas in both an individual and team sporting activity, as well as understanding rules to allow performances in a number of officiating roles. Considering the use of different practice methods in order to improve performance.

Approximately 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit: comprises of centre assessed task(s).

**Unit R053: Sports Leadership**

Learners will develop knowledge of the different qualities, styles, roles and responsibilities of sports leaders with positive and/or negative role models in sport. They will plan, deliver and review a safe and effective activity session to others.

Approximately 10 hours internal assessment 60 marks (60 UMS)

## **Unit R056 Developing knowledge and skills in outdoor activities**

Developing knowledge and skills in outdoor activities –Many skills required in outdoor activities relate to leadership and working with a team.

Approximately 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

The assessment for this unit: comprises of centre assessed task(s).

To claim the Level 1/2 Cambridge National Award (60 GLH) qualification, learners must complete both Unit R051 and Unit R052.

Students will also need to take part in a practical unit worth 25% in which they will need to be competent in an individual sport, a team sport, as well as officiate.

Finally, the two units studied in Year 11 are looking at Media in Sport and Outdoor Education. This course is more suited for students who have a genuine passion for participating, spectating and officiating in sport, rather than sports science

All results are awarded on the following scale:

- Distinction\* at Level 2
- Distinction at Level 2
- Merit at Level 2
- Pass at Level 2

### **QUALIFICATION INFORMATION**

- Qualification – Vocational Level 2 Cambridge National
- Awarding Body – OCR
- Title – Sports Studies
- Entry Tiers – Level 2
- Three Internal Assessments = 75%
- Written Exam Paper = 25%

**CONTACT: MRS Z CARTER: ACTING HEAD OF PHYSICAL EDUCATION**

**SEPARATE SCIENCES****AQA - GCSE****INTRODUCTION**

As well as studying the same content as the Combined Science course, the Triple Science Programme offers extension units for Biology, Chemistry and Physics which turns the Combined Science qualifications into separate GCSEs in Biology, Chemistry and Physics.

***The Triple Science Programme is intended for highly motivated students who intend to study Science further in higher education and is aimed at those students who are high achievers. The expectation for students on the course is high.***

**COURSE CONTENT AND SKILL DEVELOPMENT**

This course allows students to gain separate qualifications in Biology, Chemistry and Physics. The early work at KS4 is common to that taken by Combined Science students so it is started in Year 9. The extra material in this course is not essential for progress to Advanced Level, however for students who really enjoy Science this course enables them to study the subject in a greater depth, gives them an extra GCSE and has as a greater overlap with Advanced Level work.

**ASSESSMENT STRUCTURE**

The course is linear with all six papers taken at the end of Year 11. Each paper is 1 hour 45 minutes. Papers are available at foundation tier (5-1) and Higher tier (9-4). There are a core set of practical assessments to be completed by the end of the course. The examination papers will test aspects of the practical work done over the three years. Students will receive one GCSE grade for each of biology, chemistry and physics each between 9-1.

**OPPORTUNITIES BEYOND YEAR 11**

Triple Science students can take Biology, Chemistry or Physics at Advanced Level. These courses lead to a wide variety of degrees and employment in engineering, the medical, environmental and research industries, to name but a few. Students with Science degrees are highly sought after in many other areas such as accounting, sport and journalism, because an understanding of scientific principles shows the ability to think logically, to apply principles and predict the effects of change.

## **FREQUENTLY ASKED QUESTIONS**

### **What do I do if I cannot decide between options that I like?**

Ask advice from your teachers.

### **Which teachers should I ask?**

Ask teachers who teach the subjects you are interested in, or your Form Tutor. Other people you could ask include your Head of Year, Mrs Lord, the school's Careers Lead, Mrs Benigno, and the independent Careers Advisor, Mr Welch.

### **I have not been taught some of these subjects before. How do I find out about them?**

This booklet tells you about each of the courses and who is in charge of each course and who to ask. There are online presentations on each of the subjects on the school website.

### **How are my parents going to help me with my choices?**

Your parents know you better than anyone else and they have been through this process, they will be able to give you good advice. Your parents will go through this booklet with you, this will enable them to discuss your options with you. See our website for further support.

### **Can I drop any of the subjects?**

No. Everyone has to study all their subjects.

### **I want to choose the same as my friend. Why does everyone tell me not to?**

If you happen to choose the same as your friends, because you share the same interests, that's fine. The important thing is to choose subjects that you are interested in, that you do well in and that you enjoy.

### **Can I change my mind in September?**

We put a lot of effort into fitting you into the choices you make and construct the timetable around this. Choose because you want to do a subject and you will not want to change.

### **Should I look at the amount of coursework a subject has?**

Yes. Most courses have no coursework, some courses have more coursework than others. If you choose those with a lot of coursework, you will have a lot of work through the two years to maintain and you must have good attendance in school. Think about what suits you, try and get a balance.

### **What is a vocational course?**

Vocational courses can be more practical courses and have a range of assessment methods. These courses encourage you to be a more independent learner and will give excellent preparation for the world of work.

### **Why do I have to make reserve choices?**

Sometimes we have too few students choosing a subject to run it, and sometimes we have too many. When this happens, we would rather put you into a subject that you choose than one that we choose. We will always talk to you before we use your reserve choices.