

Howden School

**Options Booklet 2019 – 22**

## Welcome to Options Evening

Dear Year 8 Student,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next three years. We know that it can be a difficult time and can cause anxiety because there are many questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? Rest assured that we will help you to make choices about future learning that are right for you.



This booklet and the options process are both designed to make this time less worrying for you and your parents/carers. They will help you to start making decisions about your learning and to choose subjects that suit your aspirations, skills and needs.

Please use all the information available to you: this booklet; advice from teachers; your tutors and your parents. All of these people know you in some way and may be able to suggest whether they think a subject would suit you as a learner. You will also have the opportunity to complete taster sessions in school on 27 February prior to submitting initial preference forms on 4 March.

We hope that the information allows you to make the right choices that will see you succeeding over the next three years and beyond.

A handwritten signature in black ink, appearing to read 'G Cannon'.

Mr G Cannon  
Headteacher



## Introduction

The aim of this booklet is to help parents/carers and students understand how the curriculum operates in Key Stage 4 and to provide information about the range of courses available to individual students. This booklet contains a brief outline of the curriculum, detailed descriptions of all subjects offered, and two copies of the initial preference form, one to be returned to school and one to be retained for reference.

Any student who subsequently needs a replacement form can contact their Key Stage Learning Manager or the Pastoral Manager. Alternatively, forms are available from the Parents Area of the school website. Following the Parents Options Evening, the form is used to start the process of working out each student's curriculum. A copy of this booklet is also available on the web site.

### Part A: General Information

In Years 7 and 8, all students study the same subjects of the National Curriculum. In Years 9, 10 and 11 students will prepare for external examinations and the structure of the curriculum is different. Students need to follow a selection of courses, which will lead to a successful outcome. The school's view on this is based on each student's attainment, effort and aptitude. In very broad outline, there are two main routes through the three years of Key Stage 4, but each student's needs are considered on an individual basis.

<p><b>Academic</b></p>	<p>Students currently working consistently at Progress Point 3 or higher by the end of the year 8 should follow this curriculum. Many of this group of students entered the school with above average and high scores in the Key Stage 2 National tests.</p> <p>Students study the core subjects of English, Maths, Science, RE, Computing and additional subjects, which would usually be GCSE qualifications. These students have the potential to achieve excellent outcomes, provided they are committed to hard work and maximum effort.</p> <p>The government believes that schools should offer a broad range of academic subjects to age 16 and is promoting the <b>English Baccalaureate</b>. This is not a new exam but a certificate, which will be awarded based on good pass grades in GCSE English, Maths, Sciences, a Language and/or a Humanities subject.</p>
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<p><b>Academic plus Vocational</b></p> <p>or</p> <p><b>Vocational</b></p>	<p>A more mixed curriculum is suitable for a wide range of students currently working at Progress point 1 or 2 by the end of the year. This route would allow students to keep the academic pathways open to them in the future whilst allowing students to experience vocational learning.</p> <p>Students would study the core subjects of English, Maths, Science, RE and Computing and additional subjects which could be a mix of GCSE qualifications plus some GSCE equivalent courses such as BTEC's or Cambridge National course's or entirely BTEC and Cambridge Nationals courses.</p> <p>These students can achieve excellent outcomes, if they follow advice and guidance as to which courses offer the best chances of success. BTEC courses and Cambridge Nationals have a different approach to testing than traditional GCSE's, with greater emphasis on ongoing assessment.</p>
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## **The core**

All students follow courses in core subjects, there is no need to select these subjects during the option process because they will automatically be enrolled for these courses.

English  
Mathematics  
Science  
Computing  
Physical Education  
Religious Education

For English, Maths and Science students will follow a course of study, which leads to appropriate certification for their ability. Higher ability students will follow separate courses.

Compulsory elements of Careers Education and Citizenship will be delivered over Key Stage 4. All students undergo a period of work experience at some time during Key Stage 4, usually during the summer term of Year 10.

## Making Good Choices

### Commonly asked questions

**Q. What is the duration of courses at Key Stage 4?**

A. All KS4 courses that are examined will be two-year courses.

**Q. How many BTEC/Technical award qualifications can I take?**

A. We would advise that you take no more than three BTEC/Technical award options over the three years. This is because DfE have advised that they are not counting more than three BTEC subjects towards the Progress/Accountability 8 models and English Baccalaureate.

**Q. How much are GCSEs, BTEC, and Technical award qualifications worth?**

A. Qualifications and grades are worth points. Both GCSE grade 5 and a BTEC pass grade are worth 5 points. A merit at BTEC is equivalent to a grade 6 GCSE and a Distinction at BTEC is worth the same points as a grade 7/8 at GCSE. Colleges and Universities will often ask for a capped point score where the top 5 or 8 grades are counted. This is why it is so important **to hit at least the target grade in each subject.**

**Q. With who will I do my options subjects?**

A. Options subjects will be taught as individual year groups; therefore, all lessons will only include students studying in the same academic year.

### It is important that students do the following:

- Think carefully about their preferences and the reasons for their choices
- Discuss their subject preferences with their parents/carers, specialist subject teachers and form tutor
- Consider their strengths and interests
- Think about where their choice of courses will lead post 16 and beyond
- Have high aspirations about what you want to do in the future
- Think about where you want to end up in five or even ten years' time. What do you picture yourself doing? What industry or sector appeals to you most? Which job can you see yourself in? Once you've worked this out, research as much as you can about the types of qualifications and skills you might need to get there

### It is important that students do not do the following:

- Pick a subject or option because it is the same as what their friends are doing.
- Pick a subject because they think it will be easy.
- Pick subjects that are very similar, i.e. GCSE PE and OCR Sports studies being a good example. Both are excellent courses but together they do not provide you with a wide range of skills, knowledge and attributes. Design courses also overlap and, as such, they should not be studied together, this includes Design Technology, 3D Design and Art and Design.
- Pick a subject or option just because they like the teacher.

## Keeping parents/carers informed

Subject teachers continually monitor students' progress. You will be sent interim progress reports on a regular basis, currently five times a year. At the start of Key Stage 4 you will be invited to a Key Stage 4 Launch Evening with information on how the school and parents/carers can work together to support the student. There will also be Parent/Carer's Evenings when you can talk directly to subject teachers.

## The National Qualifications Framework and Assessment

The National Qualifications Framework (NQF) sets out the levels against which a qualification is recognised in England, Wales and Northern Ireland. Qualifications are described by these levels. The qualifications described in this booklet equate to Levels 1 and 2. In general, a Level 1 qualification is equivalent to a GCSE at grades 4 to 1 and a Level 2 qualification is equivalent to a GCSE at grades 9 to 5.

Grades are awarded in recognition of positive achievement and all subject specifications have to meet agreed national criteria. Marks are also awarded for good spelling and presentation skills.

Most specifications involve an element of Non-Examination Assessments (NEA) in combination with some form of external examination; students need to be able to organise their time and resources and use homework effectively to support the work done in school.

The role of parents/carers is crucial in ensuring a positive outcome for the student, particularly in ensuring that students attend school regularly and complete work outside school, including coursework.

### The timetable for choices:

W/c 28 <sup>th</sup> January	Assemblies for students: general and subject specific information
Monday 3 <sup>rd</sup> February	Year 8 Options Information Evenings for parents/carers
Tuesday 4 <sup>th</sup> February	A taster sessions form will be handed out in tutor time
Friday 7 <sup>th</sup> February	Return taster session slip to school
Thursday 13 <sup>th</sup> February	Taster session evening for students
Monday 2 <sup>nd</sup> March	Initial preference forms returned
Summer term	Course confirmation letters sent to parents/carers

At any stage during the process, if students or parents/carers have any concerns, they should contact:

- Mr Harris      Deputy Headteacher
- Miss Scott    Key Stage 3 Learning Manager

Course descriptions can be found on the following pages.

## **English Language GCSE: AQA 8700**

## **English Literature GCSE: AQA 8702**

GCSE English and English Literature are essential qualifications required by employers, further and higher education establishments. Students in Key Stage 4 English complete the course to develop reading and writing skills, as well as skills of analysis and developing a personal response to texts.

### **You will study:**

#### **English:**

- Reading and analysing a range of fiction and non-fiction texts.
- Writing fiction and non-fiction, adapting writing style to suit audience and purpose

#### **English Literature:**

- A Shakespearean play
- A range of poetry from an anthology
- Post-1914 prose / drama
- 19<sup>th</sup> Century prose

### **You will learn:**

- How to write for different purposes and audiences
- How to interpret texts and make effective use of quotations
- How to explore and compare texts
- How to analyse media and spoken language texts
- How to communicate in a range of situations in Standard English
- Preparation, revision and examination skills

### **Assessment:**

There will be no internally assessed pieces of work. The two-year courses will be examined in summer 2018. In order to prepare students for this new style of assessment in English we have planned regular mock exams at key points during the academic year. This will be in addition to regular assessments and feedback by teachers during lessons.

There are two externally assessed examinations for the English GCSE and in addition, there are two examination papers for English Literature.

## Mathematics GCSE: Edexcel 1MA1

### Why study Mathematics?

GCSE Mathematics is a qualification that is required by most employers and is usually required for entry to further or higher education. To be successful in mathematics, you need to be able to think logically and work with accuracy and precision. Studying the subject at Howden will help you develop or improve these skills, allowing you to apply them to your studies and in the wider world. There are opportunities to develop problem solving techniques and basic skills that can be applied to further study in a range of disciplines, in the workplace and to deal with situations in everyday life.

### You will study:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Measures
- Probability and Statistics

### You will learn the following skills

- Numeracy
- Logical thinking
- Problem-solving techniques
- How to apply your mathematics to real life situations
- Resilience and independence
- How to work collaboratively

### Assessment is by Examination

Final GCSE assessment will be by three written examinations at the end of Year 11. You will be assessed regularly during the course, through 'open book' assessments that are linked directly to work done in class. You will be expected to use online revision resources to review and improve on areas of weakness and to complete homework practice tasks. More formal progress assessments will also be done 3 or 4 times a year to gauge progress and highlight areas for revision.

The most able students will have the chance to study for a Level 2 Certificate in Further Mathematics (AQA specification code 8365), a course which extends beyond the standard GCSE mathematics course.

Higher-level GCSE examinations will have a grade range from 4 to 9 and Foundation level a grade range of 1 to 5. Grade 4 is broadly equivalent to the old grade C, grade 5 to grade C/B and grade 6 to a high grade B, with grade 7 equivalent to the old grade A. Grade 9 is intended to be available to only the most able students, namely those at the top end of the old A\* category.

**Please note students should provide their own scientific calculator, which can be purchased at a subsidised cost, through the school if required, for use throughout the course.**



## **Art and Design GCSE: AQA 8202**

### **A GCSE Art student will be expected to:**

- Work to deadlines and have high expectations
- Carry out regular extended work and homework outside lessons
- Be fully dedicated showing an enthusiasm for the subject
- Have a strong knowledge and skill of drawing and painting
- Be open-minded to new ideas, materials and techniques
- Persevere to follow a piece of work through to completion
- Follow all advice and guidance given by staff as they are your examiner
- Communicate ideas through verbal and written responses
- Be able to look at the work of other artists and make practical and written responses to it

If you have skills in Art and Design and are committed to developing these, as well as expanding your creativity, then you will be suitable for GCSE Art and Design. You will get involved in and work with a wide range of media applications. The qualification can lead to Art and Design related employment or to courses in Further or Higher Education. You will also develop your understanding of aesthetic principles that can be used in all areas of life, personal and professional.

### **Assessment:**

There are four Assessment Objectives and all must be evident in both components in order to gain a mark.

### **Portfolio Coursework:**

This is worth 60% of your overall result. You will begin working on this from **the beginning of the course** and every piece of work done counts towards the final grade.

### **Externally Set Assignment Task:**

This is worth 40% of the overall result. You will be given a limited number of weeks to produce preparatory work for the task inspired by one of the starting points set by the exam board. This test will last for ten hours and in that time you will produce a final piece based on your preparatory studies. All the work produced during this time will be marked.

## **Business Studies: OCR Cambridge National Certificate in Enterprise and Marketing.**

Level 1 and 2 for students aged 14-16, equivalent to a GCSE

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

It does not matter if you have not studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

This course is designed to fit into the new curriculum and offer the same size, rigor and performance points as GCSE's. The Cambridge National provides a strong base for progression to further education to complete the Level 3 Cambridge Technical or an A level Business. Many students go onto university to study a business degree.

### How it is assessed?

The course is broken down into 3 units as follows:-

Unit 1 – Written examination 1 hour and 30 minutes (50% of total award – taken at the end of year 10)

Unit 2 & 3 Coursework (2x 25% of total award – done in year 9 and 11)

### What you will learn?

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

Marketing – research and segmentation

Finance – costs, revenue and break even

Product development – life cycle, differentiation and USP

External Factors – economics

Customer service - aftersales, pricing strategies, advertising and promotion

Business ownership – sole traders and PLC's

Business planning – start your own business and functional areas

#### **Unit 2 (Coursework 25%)**

Student will create and cost a business proposal. Student will undertake market research, present data and costing, this will be typed up on a computer.

#### **Unit 3 (Coursework 25%)**

Students will prepare and pitch their own business proposal that they did in Unit 2. Develop brand identity, promotion and pitch their product, this will be typed up on a computer.

## **Creative Digital Media Production: BTEC Level 2 Tech Award**

The BTEC Tech Award in Creative Digital Media Production is the equivalent to 1 GCSE grade A\* - C. It is a nationally recognised vocational qualification in the media sector and can provide a good progression route to more advanced BTEC courses.

The course is suitable for students with a keen interest in all aspects of the media who might be considering that as a career pathway, as well as for students who are creative and analytical. You must be prepared to be a highly organised, independent, committed and enthusiastic learner with competent ICT skills. You will also be expected to work frequently in groups. Students with a secure level 5 or above in English are best suited to this course along with students who have their own computer and can complete coursework from home.

### **You will learn:**

- Research skills
- Media terminology
- Media theories
- A variety of writing skills
- How to plan, make and edit a short film
- Pre-production, production and post-production skills
- Evaluation skills

### **You will study:**

Component 1: Exploring Media Products

Component 2: Developing Digital Media Production Skills

Component 3: Create a Media Product in Response to a Set Brief

### **Assessment:**

Students are assessed internally at Level 1 Pass, Merit or Distinction level or Level 2 Pass, Merit or Distinction for each unit completed. Component 3 is externally assessed by an examiner who will mark their final product and folder for this unit.

## Design and Technology GCSE

Design and technology is part of everyday life and is constantly evolving. Our qualification focuses on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. They will learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.

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. Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment.

Our new GCSE is a single qualification

The new GCSE places greater emphasis on understanding and apply iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

The Design and Technology GCSE is assessed through a 50% designing and making Non-Examination Assessment, and 50% for a 2 hour written examination paper, which covers the core technical principles of the subject.

### You will study

- Designing and making principles
- How to develop a specification for a product
- How to analyse existing products
- How to generate a range of design proposals
- How to research ideas
- Product development and planning
- Scales of production
- Industrial methods of design and manufacture
- How to select materials and components
- Materials management
- Working with tools and equipment
- How to evaluate products and suggest improvements

### You will

- Improve your ICT skills and learn about CAD and CAM
- Use a wide range of CAM equipment including routers / millers / 3D printer and a laser cutter
- Develop your awareness of consumer requirements of a product
- Analyse products and the processes used to manufacture them
- Develop and make a prototype considering the consumer
- Work practically developing a wider range of skills, techniques and processes
- Learn how to work on your own and as part of a team
- Prepare for a career in a range of industrial practices

## **Drama GCSE: AQA 8261**

### **Why study Drama?**

GCSE Drama is about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other professional theatre practitioners. As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication.

You can do many things with a GCSE in Drama. You could go on to take an AS or A level in Drama and Theatre Studies, or a Vocational A level in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology. A qualification in Drama is ideal for any career that requires good communication, group work and organizational skills.

A key part of the Drama course involves working in teams and individually to create and deliver performances. This should be taken into consideration when considering this subject, particularly with your commitment to lunchtime and after school rehearsals to complete your performance work.

### **Structure of the course:**

**Component 1: Understanding Drama (40%)**

You will sit a 1 hour 45 minute written examination taken in Year 11. The exam will cover; Section A: Theatre roles and terminology, Section B: Study of a set play (chosen by the teacher) Section C: Live theatre production evaluation.

**Component 2: Devising Drama (40%)**

You will be required to create your own piece of drama as a group from a given stimulus or idea. You will perform your piece to an audience and along with this have to complete a written devising log of 2,000 words explaining your ideas and how you created your performance.

**Component 3: Theatre in Practice (20%)**

You will complete a performance of two different extracts from one play. These performances are to show the examiner your acting skills and that you can play contrasting roles from the same play.

### **Additional Opportunities:**

**As a student studying GCSE Drama you will have the opportunity to see live theatre productions both locally and in the West End. This will broaden your understanding of the industry and give the chance to see what you can aim towards if you would like to be a professional performer.**

## **Food Preparation & Nutrition GCSE**

Food Preparation and Nutrition GCSE has taken over from the previous Food Technology course. The new course is designed to help students develop their understanding of food products, with making of food products a vital feature of their experience of taking this specification.

This three-unit specification requires students to develop their application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. This course has 50% Non-Examination Assessment and 50% in one single examination paper of 1 hour 45 minutes duration.

The Non-Examination Assessment takes the form of two tasks. The first is the Food Investigation task. Worth 15% of the total GCSE, this is a 1500-2000 word report based on the functionality of ingredients in making food. The second is the Food Preparation project worth 35% of their total marks. In this project, students will research, design and make three dishes from a selection of three set tasks. This project culminates in a three hour practical where students will make and present their chosen dishes. The folder will consist of no more than 15 pages of A4 paper.

All Non Examination Tasks are to be completed in the same year of the examination. Therefore, students will be able to develop their practical skills and understanding of food preparation and nutrition fully in Year 10, before undertaking the assessed tasks in year 11.

## **French GCSE: AQA 8658**

### **Why study French?**

Studying a foreign language helps you to communicate in the rapidly shrinking world and enables you to learn more about your own language. The knowledge of a European language in a post-Brexit world is likely to be even more desirable and useful in business. Once you have learned one foreign language, acquiring a second or a third when you are older is much easier. Knowledge of a foreign language also means you get more out of travel experiences as well as learning about other cultures. For some careers and courses in Higher Education, a foreign language is essential. Learning a language does require a level of dedication.

### **What are the themes in French?**

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

### **How are you assessed?**

You will take final examinations in each skill at the end of the course, which are each worth 25% of the final grade. Entry is available at either Foundation or Higher level.

**Listening Paper:** You will listen to a variety of stimuli, which are recorded onto a CD. This is a 35-minute (Foundation) or 45 minute (Higher) examination.

**Speaking Paper:** You will participate in a role-play, undertake a photo task and have a general conversation. At Foundation, it will take about 8 minutes and at Higher about 10 minutes.

**Reading Paper:** You will read material from a range of sources including literature extracts. There will also be a short translation from French into English. The examination lasts 45 minutes at Foundation and 60 minutes at Higher.

**Writing Paper:** At Foundation level (60-minute examination), you will need to write 4 sentences to describe an image, a 40-word passage and text of 90 words. You will also translate from English into French. At Higher level (75-minute examination), there will be a 90-words text and an open-ended task of about 150 words. In addition, you will translate from English into French.

### **What additional opportunities are there?**

The most able linguists may be able to sit the CIOL Real Lives listening exam in the summer of Year 9, gaining an additional qualification in French.

Lower ability students may be able to complete the FCSE in French in Year 9/10 in addition to the GCSE, providing an additional qualification, which is gained through ongoing assessment as opposed to a final exam.

There is an annual trip at Easter time to Disneyland Paris for pupils studying GCSE and those in Year 8. If there is sufficient interest there may be an additional trip only for GCSE French students, which will be offered during Year 10.

Studying French also allow access to the EBacc (English, Maths, Science, History or Geography and a language), showing that learners have successfully studied a well-balanced, academic curriculum. Many Higher Education establishments favour this.

# Geography GCSE: Edexcel Specification A

## Why study Geography?

Are you interested in the world around you? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Are you concerned about the environment? Do you want to develop skills you will find useful long after you have left school? There has never been a better time to study Geography. It leads to a qualification, which links to many other subjects and is highly valued by employers.

## You will study:

- Various topics from both Human Geography and Physical Geography.

## You will learn:

- Engaging and topical content
- A stimulating blend of traditional and contemporary Geography
- the study of physical and human Geography in discrete, self-contained topic areas
- Map skills
- How to use ICT (Information and Communication Technology)
- How to collect and interpret data gained through fieldwork
- How to make decisions and solve problems

## Field trips

You will have the opportunity to go on two field trips. These change each year but last year the trips were a coastal visit to Hornsea and an urban study of the city of York.

## Where Geography can take you?

Geography fosters skills that are highly sought after by employers. There are a wide range of career areas for people with a Geography background including city planning, hazard management, market research, housing, retail, diplomacy, meteorology, civil engineering, conservation, travel and much more.



## **Health and Social Care: BTEC Technical Award**

This course is suitable for students with a keen interest in personal development, social care and the different needs of individuals throughout all life stages.

The qualification is modular and is split into three components. One is an externally assessed exam and the other two are internally assessed through coursework.

### **Component 1: Human Lifespan Development**

This component is internally assessed through completing different assessment tasks. In this component the learner will:

- Learn about human growth and development across life stages and the factors that affect it.
- Investigate how individuals deal with life events.

### **Component 2: Health and Social Care Services and Values**

This component is internally assessed through completing different assessment tasks. In this component, the learner will:

- Learn about the different types of health and social care services and barriers to accessing them.
- Demonstrate care values and review own practice.

### **Component 3: Health and Wellbeing**

This component is externally assessed through completing a task set by the exam board under exam conditions. In this component the learner will:

- Learn about the factors that affect health and wellbeing.
- Learn about health indicators and be able to interpret them.
- Design a person-centred health and wellbeing improvement plan
- Learn how to overcome obstacles relating to health and wellbeing improvement plans.

### **Progression:**

Completing this course will allow you to follow childcare, health and child learning and development pathways at BTEC level 3 and equivalent.

# History GCSE: Edexcel

## Why Study History?

History gives students an understanding of why other people think and act in different ways. It also helps them to ask questions properly and to express their opinions.

## What can I do with a History qualification?

History is a well-respected discipline. History encourages students to infer information from sources and to recall facts. It demands strong written expression and the ability to look at different points of view. These transferable skills are highly valued in all careers such as Law, Media, Publishing, Accountancy and Education.

## Is History for me?

Are you ...

- Curious about the past and interested in how people lived?
- Keen to develop your writing, research and analytical skills?
- Willing to share and debate your ideas?
- Most of all, do you enjoy History?

### **Paper 1: Thematic study and historic environment** - written examination: 1 hour and 15 minutes

#### **Content overview**

Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.

Medicine 1250 to present; students examine the ideas about the cause of disease and illness. The approaches to prevention and treatment and the role of important individuals.  
Study of the historic environment; context of the First World War, the medical injuries and illness experienced by soldiers at the front line. The treatments and care they received.

#### **Assessment overview**

Section A: Historic environment. Students answer a question that assesses knowledge and a two-part question based on two provided sources.  
Section B: Thematic study. Students answer three questions that assess their knowledge and understanding.

### **Paper 2: Period study and British in depth study** - written examination: 1 hour and 45 minutes

#### **Content overview**

Early Elizabethan England, 1558-88  
Superpower relations and Cold War, 1941-91

Elizabeth's accession, the nature and extent of religious conflict. The challenges Elizabeth faced at home and abroad. The age of exploration.  
The origins of the Cold war, ideological differences. The crises that threatened peace, Berlin and Cuba and their resolutions. The end of the Cold war and the collapse of Soviet control.

#### **Assessment overview**

Section A: Period study. Students answer three questions that assess their knowledge and understanding.  
Section B: British depth study. Students answer a single three-part question that assesses their knowledge and understanding.

### **Paper 3: Modern depth study** - written examination: 1 hour and 20 minutes

#### **Content overview**

The USA, 1954-75: conflict at home and abroad.

Civil Rights in the USA: Prejudice and segregation in the Deep South. Evaluate how effective the fight to achieve equality was.  
The Vietnam War: Why did the USA become involved in the conflict? The key battles. Why the USA ended the conflict?

#### **Assessment overview**

Section A - Students answer a question based on a provided source and a question that assesses their knowledge and understanding.  
Section B - Students answer a single four-part question, based on two provided sources and two provided interpretations.

# ICT- Cambridge National Certificate (OCR)

## HOW IS IT ASSESSED?

**Written Paper:**

**Written Exam**  
**1hr 45mins**  
**50% of GCSE**

**Coursework:**

**In lessons**  
**Approx. 20 hrs.**  
**50% of GCSE**

### WHAT IS IT ALL ABOUT?

Cambridge National in Information Technologies has been developed to give students a real understanding of their digital environment, develop key skills, and prepare them for their future use of IT in their chosen careers across a wide range of job roles.

Using real life examples from smart watches and music apps to cybersecurity and fake news, your students will be taken on a journey of discovery on how information technologies are applied, and revealing to them the extent to which digital footprints affect their everyday lives.

### WHAT CAN IT SET YOU UP FOR?

This qualification is excellent for those students who want to progress onto other related study, such as qualifications in:

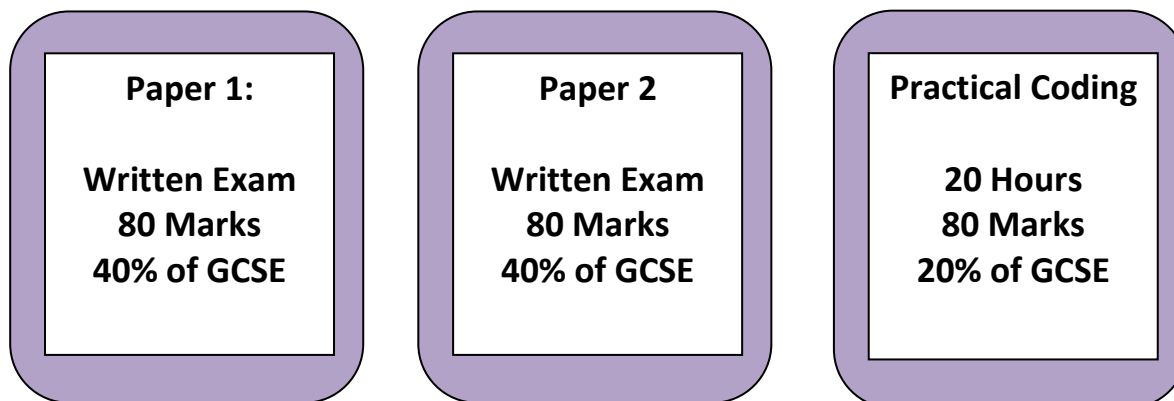
- ICT
- Digital Media
- Computer Science

We are now in a digital era, where everything is moving online. It is now essential we have good ICT skills when we leave school to ensure we can meet the demands of the professional world. It is now a requirement on job applications that an applicant must have good ICT skills. If you believe this will apply to your career, this could be the course for you.

## Computer Science: GCSE AQA

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they are used, and to develop computer programming and problem-solving skills. You will also do some fascinating in-depth research and practical work. For example, some of the current investigations look at JavaScript, encryption and assembly language programming.

### HOW IS IT ASSESSED?



### WHAT SKILLS CAN I GET FROM IT?

The course will help you learn about critical thinking, analysis and problem solving. We hope you will find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

- The computer systems and programming unit will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.
- The practical investigation is all about engaging with computing in the real world. You will look at a computing topic in more depth and carry out a practical investigation into a computing issue.
- The programming project will call on you to design code and test a solution to three tasks using a suitable programming language.

### HOW COULD IT HELP WITH MY FUTURE?

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you will have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this field.

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you will develop, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

# Music – Pearson BTEC Level 1/Level 2 First Award in Music

## Why study Music?

BTEC Music is suited to musicians who intend to /are considering taking this subject to further education and/or musicians who wish to gain the relevant skills to work in the music industry. Musicians on the BTEC course will already have established skills on an instrument and ideally will be taking instrumental tuition or will have shown an interest in learning an instrument during Key Stage 3.

## What does the qualification cover?

This course allows you to engage with the music industry and develop a range of relevant practical and technical skills. You will explore music product development and events management, and apply your knowledge in new and practical industry-related contexts.

The qualification is 120 GLH, which is the same size and level as a GCSE, and is aimed at everyone who wants to find out more about the music industry. You will study the following two mandatory units, covering the fundamental knowledge, skills and understanding required for the music sector:

- The music industry
- Managing a music product.

You will build on the knowledge gained in the mandatory units, and explore two subsectors of the music industry, by choosing a further two units, covering areas such as:

- Introducing live sound
- Introducing music composition
- Introducing music performance
- Introducing music recording
- Introducing music sequencing.

## Where will this take me?

The sector-specific knowledge and skills will support progression to a level 3 academic, applied general or technical level music or music technology qualification, or to an apprenticeship.

## What other subjects go well with music?

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It will go particularly well alongside GCSEs in EBacc subjects (including computer science), non-core GCSEs (e.g. drama, media) and/or other Technical Awards (e.g. BTEC IT) to provide both curriculum breadth and the skills you need to make informed choices about study post-16. The course is different from GCSE Music as it requires you to cover such areas as stage presence, working with others and musicality, as well as setting and reviewing your own development process.

## **Performing Arts: Pearson BTEC Level1/2 Tech Award**

### **Why study Performing Arts?**

Studying the Performing Arts is fun and gives students exciting new opportunities to develop their performance skills in acting, singing and dance as well as study a variety of different performance styles and genres. There is no written exam to worry about, but there are written and practical aspects to this course and you are expected to take responsibility for your own learning and complete tasks both at home and in school.

You will be working individually and in groups with a range of people, so teamwork is essential! If you love performing, but maybe not writing, Performing Arts is for you!

The BTEC Tech Award in Performing Arts provides a good foundation for learners in post-16 education. The qualification provides a suitable foundation for further study such as A Level Drama & Theatre studies or the BTEC Level 3 Nationals in Performing Arts. Alternatively, the underpinning knowledge, practical and vocational skills learnt on this course will enhance and support progression to a course or work in the arts or just to promote confidence and teamwork in any other chosen career.

### **Structure of course:**

#### **Component 1: Exploring the Performing Arts**

You will develop your understanding of the performing arts by examining and watching professional practitioners work and the processes they use to create performances.

#### **Component 2: Developing skills and techniques in the Performing Arts**

You will develop your performing arts skills and techniques through the reproduction of acting, dance or musical theatre repertoire. You will have the opportunity to specialise in one or more of the following disciplines: acting, dance or musical theatre. You will take part in workshops and classes where you develop technical, practical and interpretive skills through the rehearsal and performance process.

#### **Component 3: Performing to a brief**

You will be given the opportunity to work as part of a group to create a performance in response to a given brief and stimulus set by Pearson. Within a set time frame, you will create and prepare for the performance and have a set exam day where you will perform to an examiner to demonstrate how you have improved in your performance skills over 2 years to create this final piece.

### **Additional Opportunities:**

As a student studying GCSE Drama you will have the opportunity to see live theatre productions both locally and in the West End. This will broaden your understanding of the industry and give the chance to see what you can aim towards if you would like to be a professional performer.

## **Physical Education: core course for all students**

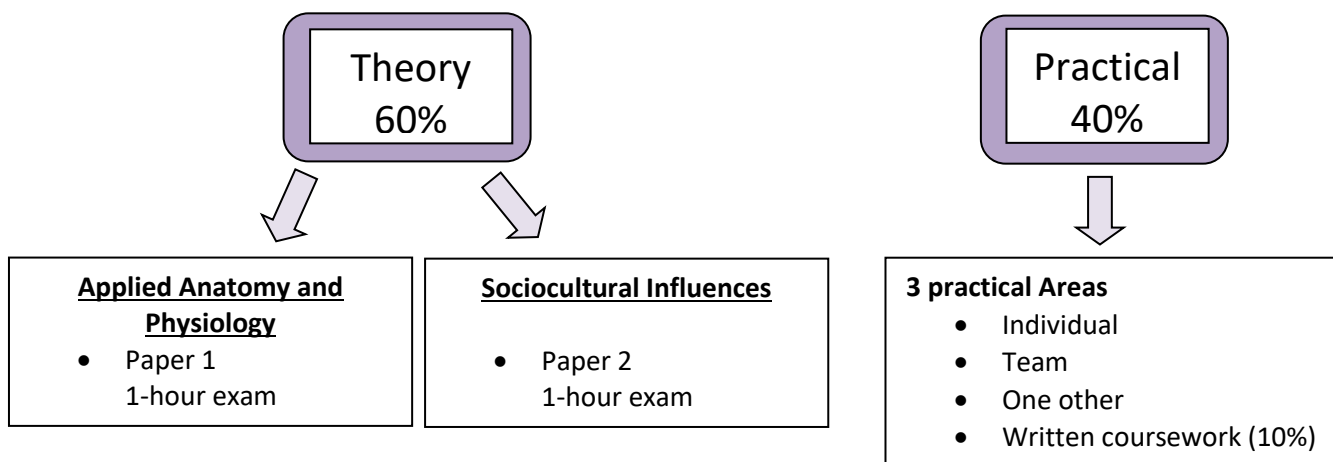
The course reflects a range of sporting activities that can encourage young people to actively pursue an interest in physical activity and lead a healthy lifestyle beyond school. It includes traditional team sports such as football, netball, rugby and rounders and activities such as trampolining, boxercise, volleyball, Zumba, HITT and the fitness suite.

All students currently take part in two hours of core Physical Education per week; this is in addition to any option subject they may choose. Pupils are expected to wear clothing suitable for the activity as described in the school guidelines regarding PE kits.

# Physical Education GCSE: OCR

## Why study GCSE Physical Education?

It is important to note that the GCSE PE specification has changed with a higher percentage now focused on the theory element of the course.



Students opting for this course should match at least some of the following criteria:

- Be a naturally talented sports performer who plays sport at a good standard **both in and outside of school**. The exam board states a list of credited sports that can be studied in the final assessment
- A student who would enjoy the opportunity of studying both the practical and theoretical aspects of games
- Students who may be considering employment in an area where a knowledge of Physical Education would be an advantage
- Students who are equipped to deal with assessment by examination, rather than continuous assessment

### Practical

The practical element is assessed in terms of a student's ability to perform effectively under competitive conditions in three selected activities. Students are also assessed in terms of:

- Range of skills
- Quality of Skills
- Physical attributes
- Decision Making

### Coursework

The coursework is a written task and requires pupils to analyse their own performance in a chosen activity and identify any weaknesses. You will then create an action plan to improve these. This accounts for 10% of the final grade.

### Theory

The theory section is two papers lasting 1 hour each. The aims of the papers are for students to show their understanding, apply theoretical knowledge to practical situations and to recall facts. The papers are split into multiple choice questions and open-ended questions. The theory stands for 60% of the GCSE grade.



## OCR Cambridge National in Sports Studies (Level 1/2)

An OCR Cambridge National in Sports Studies is for students with a genuine interest in sport and for those who wish to seriously advance their skill level, knowledge and understanding. Sport Studies enables students to develop and apply knowledge of sports-related activities, with a particular focus on leadership, analysis and officiating. They explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. It is a nationally recognised vocational qualification and offers the same size, rigour and performance points as GCSEs.

Cambridge Nationals in Sport Studies offer students the solid foundation required for progression into the sports industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure.

Within the Sports Studies qualification, students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context –excellent preparation for roles such as sport development or sport leadership.

The course is suitable for students with a keen interest in all aspects of sport who might be considering that as a career pathway. You must be highly organised, prepared to learn in-depth information, work independently and be prepared to work in mixed groups. The units taught in this course are:

- **Developing Sports Skills**

Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. As well developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them. This unit is assessed through demonstration of students' own practical performance skills and officiating, along with a demonstration of the ways students can improve their own performance.

- **Sports Leadership**

In this unit, students learn more about different leadership roles and styles. They will then go on to plan and deliver effective and safe sessions and evaluate their own performance.

- **Contemporary Issues in Sport**

This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively influence upon society and highlight their worth beyond providing entertainment. This unit is externally assessed through an OCR set and marked 1-hour exam.

- **Sport in the Media**

In this unit learners look at the differences in sports coverage across a range of media outlets; the impacts the media has on sport and how this has changed over the years. They will also learn about the effect on public interest and media involvement in sport.

### **Assessment:**

Students will sit a 1-hour external exam. The other units are assessed through assignments, written reports, practical demonstrations and verbal presentations. Students can achieve from a Level 2 Distinction to a Level 1 Pass. Each unit is marked out of 60 and the students overall grade is an accumulation of marks across all four units.

Please note this course could change and slightly deviate from the units taught but you will be made aware of any changes when and where appropriate.

## Sciences Combined GCSE: AQA - Trilogy

### Course Description:

The majority of students will take this course. Combined Science Trilogy is a double award and worth two GCSEs. The course is an equal balance of topics across the areas of Biology, Chemistry and Physics.

This course provides an excellent breadth of skills and understanding applicable to many career paths beyond school. Combined Science Trilogy is also suitable for students considering studying Sciences at 'A' level.

During the course, students develop a range of skills so that they can fully understand the scientific process.

These skills fall broadly into four main strands:

- The development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Vocabulary, units, symbols and nomenclature.

### GCSE Combined Science topics include:

<b>Y10 Biology Topics</b> B1: Cell biology B2: Organisation B3: Infection and response B4: Bioenergetics	<b>Y10 Chemistry Topics</b> C1: Atomic structure and Periodic Table C2: Bonding, structure and properties C3: Quantitative chemistry C4: Chemical changes C5: Energy changes	<b>Y10 Physics Topics</b> P1: Energy P2: Electricity P3: Particle model of matter P4: Atomic structure
<b>Y11 Biology Topics</b> B5: Homeostasis and response B6: Inheritance, variation and evolution B7: Ecology	<b>Y11 Chemistry Topics</b> C6: The rate and extent of chemical change C7: Organic chemistry C8: Chemical analysis C9: Chemistry of the atmosphere C10: Using resources	<b>Y11 Physics Topics</b> P5: Forces P6: Waves P7: Magnetism and electromagnetism

### Assessment

The course is assessed by six, 1 hour and 15 minute exams

The coursework element has been replaced in Science by exam questions, which will test students understanding of how to work scientifically. To prepare students for these exam questions we will complete 21 required practical activities in lesson time, over the two-year course.

# Triple Science (Biology, Chemistry and Physics) GCSE: AQA

## Course requirements:

Science Key Stage 3 at PP3+ or above.

## Course Description:

This course is ideal for students with ambitions to follow a specialist Science based career, such as medicine, engineering or veterinary fields.

This course will lead to three separate GCSE's one in Biology, one in Chemistry and one in Physics.

Students who follow the Triple Science course will complete the same topics covered in Combined Science but in much greater depth, there is also an additional unit in Physics.

During the course, students develop a range of skills so that they can fully understand the scientific process.

These skills fall broadly into four main strands:

- The development of scientific thinking
- Experimental skills and strategies
- Analysis and evaluation
- Vocabulary, units, symbols and nomenclature.

## GCSE Triple Science topics include:

<b>Y10 Biology Topics</b> B1: Cell biology B2: Organisation B3: Infection and response B4: Bioenergetics	<b>Y10 Chemistry Topics</b> C1: Atomic structure and Periodic Table C2: Bonding, structure and properties C3: Quantitative chemistry C4: Chemical changes C5: Energy changes	<b>Y10 Physics Topics</b> P1: Energy P2: Electricity P3: Particle model of matter P4: Atomic structure
<b>Y11 Biology Topics</b> B5: Homeostasis and response B6: Inheritance, variation and evolution B7: Ecology	<b>Y11 Chemistry Topics</b> C6: The rate and extent of chemical change C7: Organic chemistry C8: Chemical analysis C9: Chemistry of the atmosphere C10: Using resources	<b>Y11 Physics Topics</b> P5: Forces P6: Waves P7: Magnetism and electromagnetism P8: Space Physics

## Assessment

The course is assessed by six, 1 hour and 45 minute exams

As with Combined Science, the coursework has been replaced by exam questions, which will test students understanding of how to work scientifically. To prepare students for these exam questions we will complete required practical activities during lesson time.

## Spanish GCSE: AQA 8698

### Who is able to study Spanish?

Once you have learned one foreign language, acquiring a second or a third is much easier. **However, due to it being a fast-track three year course, the Spanish GCSE is only suited to the most able (achieving a minimum of a grade 3 in ALL skills at the end of year 8) AND who have an excellent track record relating to attitude to learning and homework.** Learning a new language is rewarding and fun but requires dedication and motivation.

### Why study Spanish?

Studying a foreign language helps you to communicate in the rapidly shrinking world and enables you to learn more about your own language. The knowledge of a European language in a post-Brexit world is likely to be even more desirable and useful in business. Knowledge of a foreign language also means you get more out of travel experiences as well as learning about other cultures. For some careers and courses in Higher Education, a foreign language is essential.

### What are the themes in Spanish?

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

### How are you assessed?

You will take final examinations in each skill at the end of the course, which are each worth 25% of the final grade. Entry is available at either Foundation or Higher level.

Listening Paper: You will listen to a variety of stimuli, which are recorded onto a CD. This is a 35-minute (Foundation) or 45 minute (Higher) examination.

Speaking Paper: You will participate in a role-play, undertake a photo task and have a general conversation. At Foundation, it will take about 8 minutes and at Higher about 10 minutes.

Reading Paper: You will read material from a range of sources including literature extracts. There will also be a short translation from Spanish into English. The examination lasts 45 minutes at Foundation and 60 minutes at Higher.

Writing Paper: At Foundation level (60-minute examination), you will need to write 4 sentences to describe an image, a 40-word passage and text of 90 words. You will also translate from English into Spanish. At Higher level (75-minute examination), there will be a 90-words text and an open-ended task of about 150 words. In addition, you will translate from English into Spanish.

### What are the additional opportunities?

In Year 10 or 11 there is usually a 4-day study trip to Madrid, which has been very popular. This trip is only available to those studying GCSE Spanish.

Studying Spanish also allow access to the EBacc (English, Maths, Science, History or Geography and a language), showing that learners have successfully studied a well-balanced, academic curriculum. This is favoured by many Higher Education establishments.

## GCSE Three-dimensional Design

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

### Areas of study

In Component 1 and Component 2, students are required to work in **one or more** area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

They may explore overlapping areas and combinations of areas.

### Assessments

#### Component 1: Portfolio

##### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

##### How it's assessed

No time limit  
96 marks  
60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

#### Component 2: Externally set assignment

##### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

##### How it's assessed

Preparatory period followed by 10 hours of supervised time  
96 marks  
40% of GCSE