

**YEAR 8**

**GCSE OPTIONS BOOKLET**

**2018/2019**



## Options 2019

### How will the new GCSEs be graded?

As you and your child/ward are already aware Woodlands School is now using the new GCSE grades 9-1 as opposed to A\*-G; this is a process pupils now follow from the beginning of their time with us in Year 7.

The government introduced new GCSEs with the aim of increasing their rigour and further developing the literacy and numeracy skills of young people nationally to better prepare them for further study or the workplace.

Some of the key changes are:

- All assessments will be at the end of all the courses in Year 11. There will be no more modules and pupils will not be able to take some exams early.
- Exams will form 100% of the assessments in nearly every subject. Coursework and Controlled Assessments will cease in most subjects.
- The new grading system used for GCSE will be 9-1, with 9 being the highest.
- Fewer subjects will offer tiered exam papers i.e. foundation or higher, which currently exist in some subjects.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U

## **Options 2019**

### **Pupil Guidance**

#### **Why do we have Options?**

As discussed at the Pre-Options Evening, it is so that you can begin to personalise your curriculum and consider possible career pathways. Woodlands School believes that the new pathways make the Options process very exciting for all of our pupils to further pursue excellence & seize opportunities.

#### **What subjects can be chosen?**

You will have been recommended for one of the three pathways which we feel best suits your learning needs and offers you an exciting opportunity to explore a course which will help fully engage you in your schooling. The pathway forms explain which courses are available and which are compulsory for you to follow.

#### **How do I make my choices?**

We aim to construct a timetable that enables you to follow a combination of subjects that best suit your learning needs.

When the Option Forms are completed and handed in, we shall be able to assess the demand for all the subjects. If there is very low demand for a subject then the decision may have to be made to withdraw that subject from the Options and at this point we will discuss with those pupils affected.

The timetable means that some subjects are in the same Options block and therefore are timetabled for the same periods during the week. We have tried to offer as many subjects as possible in the blocks to allow as many of our pupils as possible to select their preferred choice. Inevitably, there will be clashes, but we feel that you will not suffer as a result of any Option clash.

You will have the opportunity to discuss your Option choices with Mr Newby and, in the event of problems arising with choices and combinations; we will discuss these with you.

#### **Do I get any guidance in making my choices?**

You will have already had the Options process explained to you in an assembly earlier in November.

Included in this booklet is information about all the different subjects. This includes both core and optional subjects.

In the weeks leading up to Option choices subject teachers will provide taster sessions during their lessons about their subject in Key Stage 4.

There will be an opportunity to explore subjects further by attending any extra events which will be available, as well as the chance to speak to the staff involved.

### **What should I consider when making my choices?**

**It is important that you make your choices using the following guidance:**

- Find out as much information as you can about the pathway/subjects you are considering choosing. Subjects are not always the same in Key Stage 4 as they are in Key Stage 3
- Choose subjects which you enjoy doing
- Choose subjects which fit your learning needs

### **Should I be thinking about my career?**

You should be starting to think about it, but at this stage of your school career it is important you give yourself as broad a curriculum as possible through your Options choice.

In making Option choices there are very few careers which you rule out by choosing the wrong subjects for Key Stage 4. It is true, however, that to do an 'A' level in a subject it would be beneficial to have studied it at GCSE.

### **What happens next?**

The timetable for options will be:-

Thursday 14<sup>th</sup> March 2019 – Year 8 Consultation and Options Evening.

Friday 26<sup>th</sup> April 2019 – Closing date for return of Options forms.

You will be told which subjects you have been allocated in the Summer Term. It will take some time to sort the options out, so don't worry if you don't hear anything for a while.

If you do have any further questions or queries please contact Mr Newby.

**All subjects and courses are subject to change due to Government policy or pupil numbers.**

## GCSE Art Courses

We run two GCSE Art courses: GCSE Art, Craft & Design and GCSE Photography. Pupils will choose the GCSE Art courses option and will be placed in either GCSE Art, Craft & Design or GCSE Photography, depending on relevant grades and skill sets.

### What does the Art course consist of?

Through the medium of drawing, painting, printing and clay this course is designed to develop and encourage pupils' independent thoughts and ideas and promote free thinking. Pupils are driven to research into artists and cultures, and produce personal responses to what they observe. The course will consist of the following:

- In depth written responses to Art and Culture and communicating your own ideas.
- Observation and creative drawing and painting with a variety of different mediums.
- Some opportunities of photography and Photoshop.
- Printmaking.
- 3 dimensional design using clay and other materials.

What skills will pupils need: Good drawing skills; be fearless in getting things wrong; be able to complete written studies on art work showing your thoughts and opinions; and creativity.

### What does the Photography course consist of?

GCSE Photography consists of a variety of elements. Projects are designed to enable learners to gain new skills and techniques within Photography. There are high expectations for pupils to work independently, promote free thinking and to be self-motivated. In addition to learning photography skills, pupils will need a sound level of creativity to explore various ideas. The course will consist of the following:

- In depth written responses to Art, Photography and Culture and communicating your own ideas.
- Digital Photography.
- Studio based flash photography.
- Chemical printing and processing.
- Use of Photoshop and ICT skills.

What skills will pupils need: Good photography skills; be fearless in getting things wrong; be able to complete written studies on photography work showing your thoughts and opinions; and creativity.

### How will the courses be assessed?

#### Unit 1 - 60%

All coursework consists of classwork, homework and is submitted as a body of work in the Autumn Term of Year 11. This will demonstrate all skills and knowledge from across Years 9-11.

#### ESA – 40%

In December of Year 11 pupils will be set an Externally Set Assignment, usually based around a word or theme. Pupils will have 15 school weeks to spend on preparation studies and a 10 hour exam. All work produced in this time is submitted, the preparatory studies will be worth 30% of the ESA grade.

### Is there any coursework?

All classwork and home learning tasks are coursework. All work is submitted to an examiner at the end of Year 11.

### What will lessons be like?

Lessons will be interactive with plenty of pupil participation. You will be showing your own opinions of professional art work by giving written responses and presenting your work to the rest of the class. You will be exploring several artistic techniques to create personal responses to the themes and art work set in class.

### Is there any equipment needed?

We have all required equipment in school however as homework contributes considerably to your final grade the following equipment would help:

**Art:** A set of acrylic paints; drawing pencils; oil pastels and an A3 Portfolio case.

**Photography:** SD card, glue sticks, memory stick.

### Why should I choose a GCSE Art Course?

If you like: Being creative; being independent; having high standards of presentation; learning something new; being resilient and persevering when something is difficult.

### For which careers will a GCSE Art course be useful?

The skills you learn in GCSE Art will lend themselves to any creative industry such as: Fashion, Graphic Design, Advertising, Photography, Architecture, Interior Design, Sculpture, Product Design, Game Design, Animation, Fine Art, Media, Illustration, Textile Design, Set Design, Jewellery Design, Ceramics/Pottery and more.

# GCSE Business Studies – AQA Specification

This is an **Option** subject for **ALL** pathways

## What does the course consist of?

This AQA GCSE course is designed to deepen your understanding of the way in which businesses operate in a dynamic, changing and competitive environment. The GCSE also compliments and extends the areas of experience covered by other subject and may help you with subjects like economics and English. You will learn about all aspects of business and specifically Business in the real world.

The course is divided between:-

Business in the real world  
Human resources

Influences on business  
Marketing

Business operations  
Finance

## How will the course be assessed?

There are two separate exam papers.

### **Paper 1:** Influences of operations and HRM on business activity

- Business in the real world
- Influences on business
- Business operations
- Human resources

### **Paper 2:** Influences of marketing and finance on business activity

- Business in the real world
- Influences on business
- Marketing
- Finance

- The two written exams: 1 hour 45 minutes • 90 marks • 50% of GCSE Questions
- Section A has multiple choice questions and short answer questions worth 20 marks.
- Section B has one case study/data response stimuli with questions worth approximately 34 marks.
- Section C has one case study/data response stimuli with questions worth approximately 36 marks.

## What will lessons be like?

The lessons will be fun, engaging and educational. Pupils will learn about the world outside of school and how it functions. There will be theoretical lessons, practical tasks and trips to local businesses to allow pupils to see the theory in practice.

## Is there any equipment that I will need?

All working materials will be provided by the school, but some trips may require a small payment.

## What skills and abilities will I need?

- Very good communication skills, including written, verbal and graphical skills.
- The ability to problem solve on your own and as part of a team.
- The ability to organise jobs and prioritise them to meet deadlines.
- The willingness to work hard.

## Why should I choose GCSE Business Studies?

Business is part of all our lives, and the skills acquired on this course give all pupils a real life understanding of the world they work, play and live in.

## For which careers will GCSE Business Studies be useful?

All of the skills and theory learnt in this subject will compliment any work or career a pupil chooses to do. This is also the basis for many college courses and A-Level courses as an entry level to the world of Business whether you end up working for a business or starting your own.

# GCSE Citizenship – Edexcel Specification

This is an **Option** subject for the **Enhanced and Focused** pathways

## **What does the course consist of?**

The Citizenship department offers the Edexcel Full GCSE (Edexcel 9-1). Pupils will study 5 Units during the three year course and be assessed via 2 externally examined papers. The course builds on citizenship lessons from Years 7 and 8, as well as elements of English, Geography and History. If pupils require more information on GCSE Citizenship they should see Miss. Sturgeon in the Humanities office.

## **How will the course be assessed?**

The syllabus consists of two written examination papers to be sat at the end of the course. Examination 1 is focused on Theme A, B and C and Examination 2 relates to Theme D and E. Each exam is worth 50% of the final grade.

### **Theme A: Living together in the UK**

- How have communities developed in the UK?
- What is identity?
- What are democratic values and where do they come from?
- How does local democracy work?

### **Theme B: Democracy at work in the UK**

- Who runs the country?
- How does Parliament work?
- How is power shared between Westminster and the devolved administrations?
- How does government manage public money?

### **Theme C: Law and justice**

- What is the law for and how does it affect us?
- How does the justice system work?
- Is crime increasing in society?

### **Theme D: Power and influence**

- What power and influence can citizens have?
- What role and influence should the media have?
- Does the UK have power and influence in the wider world?

### **Theme E: Taking citizenship action**

Pupils must carry out an in-depth, critical investigation leading to citizenship action. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that pupils can take that use different methods and citizenship skills. Pupils must work as part of a group for this piece of the course. They are not permitted by the exam board to work alone, therefore in picking this option pupils must be able to work well as part of a group.

## **What will the lessons be like?**

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential. These will include independent learning, discussions, ICT based activities and group work. Pupils will regularly practise past exam questions to enable them to become familiar with the language and exam techniques used by Edexcel.

## **Is there any equipment that I will need?**

Pupils will need basic stationery including pens, pencils and a ruler.

## **What skills and abilities will I need?**

Pupils need to have an interest in politics and current affairs both nationally and worldwide and should be watching the News every night. They should be interested in political and legal theory and be able to analyse many different points of view. Pupils must be able to work independently and use their initiative to plan events. Pupils also need a degree of confidence to carry out interviews with people in positions of power and authority.

## **For which careers will Citizenship be useful?**

Citizenship can open doors to AS Citizenship, A-Level Law and A-Level Government & Politics. Pupils who are interested in these topics could likely progress to careers in Journalism, Law, Politics, Teaching, working for the Police and Human Rights work.

# GCSE Computer Science – OCR Specification

This is an **Option** subject available on the **Enhanced** Pathway

Computer Science has a range of programming tasks and computational theory, that within this new and exciting course will challenge all pupils to be technically minded as well as competent developers and users of ICT.

## What does the course consist of?

The GCSE qualification has a structure of **three units**:- two written examined units and a controlled assignment.

OCR's new GCSE Computer Science specification is fully accredited, as the specification offers pupils the opportunity to gain an understanding of how computers work and are programmed. Pupils will create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others.

## How will the course be assessed?

Assessment is divided into three units:

**Computer systems (50%)** 1 hour and 30 minutes examination to assess understanding of 'computer systems'.

**Computational thinking, algorithms and programming (50%)** 1 hour and 30 minutes examination to assess understanding of 'computational thinking, algorithms and programming'.

**Programming project** - Internally assessed and externally moderated 20 hour controlled assessment to develop a piece of work using programming software following a task brief issued by OCR.

## What will the lessons be like?

During a typical Computer Science lesson, pupils will study the inside mechanics of a computer, how they work and how information is processed. Pupils will also learn, use and develop their programming skills preparing them for their controlled assessment. Pupils are encouraged to gather feedback from their peers and make modifications to their work based on this feedback. Lessons are very interactive and also theory based.

## Is there any equipment that I will need?

Pupils will be provided with all ICT computers and programming software needed to complete the course. Pupils may also wish to purchase a **Computer Science resource book** to help with the theory and revision purposes (recommended by ABe and or HAn). Depending on the programming languages used there will be possible downloads of freeware programming languages (these are free to download and use) for pupils to use at home.

## For which careers or further education will Computer Science be useful?

It is clear that Computer Science is used in a wide range of jobs on a daily basis, however, this course is designed for those wishing to move into technical/programming positions in industry and or further education at A-Level in Computing. Jobs will be available for both junior and senior programming analyst and also possibilities into network design and infrastructure.

# WJEC Constructing the Built Environment

This is an **Option** subject for the **Applied** pathway

## **What does the course consist of?**

This vocational based course is designed to give pupils an in-depth knowledge of the construction industry, as well as an understanding of how they would be best placed within it. They will also learn how modern day construction and environmental issues are addressed.

## **How will the course be assessed?**

The course is assessed through three compulsory units. Unit 1 forms the introduction of safety and security within the construction industry, pupils will be assessed through an online 1 hour, multiple choice exam. Unit 2 will be a practical based assessment where the pupil will learn and then demonstrate key trade skills such as bricklaying, painting, tiling and carpentry. Unit 3 will be a controlled assessment and will be externally marked. The assessment covers planning, budgeting, health and safety, construction roles and responsibilities, sequence processes and calculations of resources for a construction project.

## **What will lessons be like?**

All lessons will take place in our purpose built Construction Department. Pupils will be given their own work area, where they will display and demonstrate their work. The department is designed and stocked in a manner that will reflect real time building sites. Computer work, presenting and group work are used throughout the course. Key industry speakers will attend lessons and pupils will be given opportunities to as visit construction sites.

## **What skills and abilities will I need?**

There are no prerequisite skills or knowledge required. Patience and accuracy are skills that will be developed throughout this course.

## **Why should I choose Constructing Built Environment?**

Our workshop offers a fun and interesting way to gain an essential qualification that will help in gaining a college or apprenticeship place. If you enjoy making and building this course is for you. You will learn and discover new skills and leave with essential trade knowledge.

## **For which careers will Construction the Build Environment be useful?**

The course offers a huge and diverse range of career options, such as:-

- General construction
- Painting and Decorating
- Bricklaying
- Carpentry
- Health & Safety (HSE legislation)
- Site management
- Surveying
- Civil Engineering

# The Built Environment Level 2 Award – (Specification yet to be agreed)

*(Please note that due to national changes, the content of this course is subject to change.)*

This is an **Option** subject for the **Enhanced and Focused** pathways

## What does the course consist of?

The Built Environment Level 2 Awards involves the study of how buildings are designed, constructed and maintained. This industry employs about 10% of the UK workforce and creates the buildings in which we work, live, study and enjoy our leisure time. They also plan, design and create the roads, railways, airports and seaports we use to help us travel to those buildings.

The course will focus on real built environments in which you will learn how in industry they do the following:

- Make sure planning requirements are met.
- How they use materials and structures that deliver a safe and efficient building.
- Consider access by road, rail or water.
- How they ensure it can be built within budget.

Increasingly, society wants the built environment to be:

- Sustainable through using materials that are sourced sustainably and sustainable energy sources.
- Design conscious; providing buildings that are pleasant to look at and use.

## How will the course be assessed?

Level 2 awards in The Built Environment will be graded Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*.

Level 2 qualifications are equivalent to GCSE Levels 9-5, and are made up of 3 units that are shown below:

Units	Assessment Type	Duration	Contribution
1	External Written Exam	6 hours (Year 10)	25%
2	Internal Controlled Assessment	(Year 10)	50%
3	Internal Controlled Assessment	(Year 11)	25%

## What will lessons be like?

- Working independently to carry out research into aspects of planning and designing the built environment.
- Applying mathematical knowledge to calculate volume and area.
- Developing an understanding of how sustainability influences the planning, designing and construction of new and existing buildings.
- Creating written reports and proposals in response to a given brief using research findings.
- ***At present, the qualifications available do not involve 'Making' tasks***

## Is there any equipment that I will need?

Pupils will be expected to bring a pen, pencil, ruler and rubber to every lesson.

## What skills and abilities will I need?

The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, problem solving and enterprise. However, pupils must be willing to extend their learning in their own time.

## Why should I choose Level 2 in The Built Environment?

If you are a pupil who enjoys working independently to produce written proposals and technical drawings that could shape the built environment for the future, and finding out more about sustainability and the impact the construction industry has on the environment, this is the course for you.

## Where can the qualification take me?

A qualification in this subject can lead to a range of post-16 opportunities including A-Levels, Level 3 qualifications, and apprenticeships. You could go on to have a career in Architecture, Interior Design, Construction, Facilities Manager or Tradesperson.

## GCSE Drama – AQA Specification

This is an **Option** Subject for the **Enhanced and Focused** pathways

### What does the course consist of?

GCSE Drama is an exciting and diverse course that enables pupils to explore and appreciate many different genres and styles of theatre and performance. The programme of study covers the work of key playwrights and theatre practitioners but also encourages pupils to develop their own creative capabilities. The pupils will get the opportunity to devise performances of their own, as well as create performances from a range of scripts.

Year 9	<b>SKILLS DEVELOPMENT</b>		<b>COMPONENT 2/3 PREP</b>	<b>COMPONENT 3 PRACTICE</b>	<b>COMPONENT 1 PREP/ MOCK</b>	
	Grimm Fairytales <i>skills based - (Strategies, structure &amp; form)</i> Still image Thought tracking Narration Hot-seating	Elements and Mediums Contrast, symbolism, pace status Abstract Drama	Practical exploration of text (DNA)  Homework: Exam practice questions (section A)  Live theatre trip (DNA)	Live theatre review Practice exam (section B)  (Homework: exam questions)	Working & developing from stimulus Structure Intention/themes/genre crosscutting	Devising performance from stimulus
Year 10	<b>SKILLS DEVELOPMENT</b>	<b>COMPONENT 1 EXAM</b>	<b>COMPONENT 1 FINAL EXAM (40%)</b>			<b>COMPONENT 3 KNOWLEDGE</b>
	Style, Form & structure Brecht - <i>Direct Address &amp; Narration</i> <i>Spoken stage directions</i> Placards Multi-role	Devising component 1 performances Stimulus responses Performance planning Exploration workshops	Devising component 1 performances Character development Performance developing	Devising component 1 performances Performance development  <b>FINAL PERFORMANCE EXAM</b>	Written portfolio	Read the chosen play Understanding Themes Understanding Context Practice questions
Year 11	<b>COMPONENT 2 FINAL EXAM (20%)</b>		<b>COMPONENT 3 FINAL EXAM PREPARATION (40%)</b>			Course completed
	Exploration of text Begin to develop perf.	Develop key extracts for performance.	<b>FINAL EXAM PERFORMANCE</b> <i>Theatre trip</i> Live Theatre Evaluation (Exam section B)	Practical text exploration Practice exam questions (Exam section A)	Exam prep exam questions  <b>FINAL WRITTEN EXAM</b>	

### How you are assessed?

You will be assessed on both your practical and written work. The amount of written work required is quite demanding even though this is a predominantly practical subject.

#### Component 1 – 40% (Internally assessed)

- Create and develop a devised piece from a stimulus (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance

#### Component 2 – 20% (Externally assessed)

- Pupils will either perform in two key extracts from a performance text, chosen by the centre. This is their final major performance; the pupils are marked solely on their performance skills.

#### Component 3 – 40% (Written exam)

- *Section A – Multiple Choice – knowledge and understanding of theatre and drama (4 marks)*
- *Section B – Study of set play text* - Pupils will answer questions on a script that they have explored practically in lessons **(4 questions – 44 Marks)**.
- *Section B – Live Theatre Analysis and Evaluation*. Pupils will answer questions, which analyse and evaluate the live theatre performance they have seen **(1 question from a choice – 32 Marks)**.

### For which careers will GCSE Drama be useful?

GCSE Drama allows you to explore and develop many skills that would be valuable in any job. You will develop key communication and presentation skills that are transferable skills in the work place. You will have the opportunity to develop your confidence, self-esteem, social skills and your ability to work independently and as part of a team. Drama also enables pupils to develop their cultural appreciation and understanding. You do not just have to want to be a performer to take GCSE Drama. If you are looking for a job that requires any of these skills and you have an interest in theatre and performance, Drama GCSE is a good option for you!

# GCSE English Language – Edexcel Specification

This is a **Core** subject

## Course content

Every pupil will study both English Language and English Literature during Key Stage 4. All pupils will sit the same tier, allowing pupils to achieve GCSE grades 9 – 1.

English Language introduces pupils to a range of literary texts from across the English speaking world including: 19<sup>th</sup> century fiction, non-fiction from 20<sup>th</sup> and 21<sup>st</sup> century and literary non-fiction from 20<sup>th</sup> and 21<sup>st</sup> century. Our aims are to enable pupils to read a wide range of texts fluently and with good understanding, read critically and use knowledge gained from wide reading to inform and improve their own writing. Pupils will learn to write effectively and coherently using Standard English appropriately. They will focus their skills in using grammar correctly, and to punctuate and spell accurately. Pupils will acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. Pupils will listen to and understand spoken language, and use spoken Standard English effectively.

## How will the course be assessed?

### **Exam (1 hour 45 minutes) – Paper 1 (40%): Unseen 19<sup>th</sup> century fiction**

- ◆ A 650 word extract
- ◆ A range of questions on the extract provided
- ◆ A choice of two creative writing tasks assessing audience, purpose, structure, tone, style and register based on an image or stimulus provided. Grammar, spelling, vocabulary and punctuation will also be assessed.

### **Exam (2 hours 5 minutes) – Paper 2 (60%): Comparison of two unseen texts from the 20<sup>th</sup> and 21<sup>st</sup> century**

- ◆ A non-fiction extract of up to 1000 words
- ◆ A literary non-fiction extract of up to 1000 words
- ◆ A range of questions on both extracts including a response comparing the language of both extracts
- ◆ A choice of two tasks linked to the theme of the comparison texts assessing audience, purpose, structure, tone, style and register based on an image or stimulus provided. Grammar, spelling, vocabulary and punctuation will also be assessed.

## **Spoken Language endorsement**

- ◆ Presenting, listening to questions and responding, and the use of Standard English.
- ◆ Teacher set and assessed.
- ◆ Separate endorsement reported as a separate line on the certificate.

## Mapping English Language

In Year 9 pupils will study a selection of 19<sup>th</sup> century texts in preparation for Paper One GCSE English Language Paper alongside non-fiction and literary non-fiction texts in preparation for Paper Two English Language Paper. They will also explore a range writing styles and formats in preparation for Section B GCSE English Language Paper One and Two.

This will be continued in to Year 10 as pupils will be sitting their English Language exam at the end of this year. Revision will be built in to Year 10 to ensure that pupils are fully prepared for this exam. Period 6, morning enhancement and boost sessions will also be offered to support pupils fully. Pupils will also be writing and presenting a spoken language piece to receive their Spoken Language endorsement.

# GCSE English Literature – Edexcel Specification

This is a **Core** subject

## **Course content**

Every pupil will study both English Language and English Literature during Key Stage 4. All pupils will sit the same tier, allowing pupils to achieve GCSE grades 9 – 1.

English Literature introduces pupils to a range of literary texts from across the English speaking world including: modern play scripts, poetry and Shakespeare. Our aim is to foster a love of reading and to enrich pupils' cultural appreciation.

## **How will the course be assessed?**

### **Exam (1 hour 45 minutes) – Paper 1 (50%): Shakespeare and post-1914 British Fiction**

- ◆ A 30 line extract and a question on the entire play of Macbeth/Romeo and Juliet.
- ◆ An essay question based on An Inspector Calls
- ◆ Vocabulary, sentence structure, spelling, punctuation and grammar will be assessed.

### **Exam (2 hours 15 minutes) – Paper 2 (50%): 19<sup>th</sup> Century Fiction and Poetry**

- ◆ A 400 word extract and a question on the entire novel of Frankenstein/A Christmas Carol
- ◆ A comparison of two poems from the Edexcel Poetry Anthology
- ◆ A comparison of two unseen contemporary poems.

## **Mapping English Literature**

In Year 9 pupils will study Jekyll and Hyde and the Conflict Anthology in preparation for English Literature Paper 2. They will also study Much Ado About Nothing as preparation for English Literature Paper 1.

In Year 11 pupils will study Frankenstein or A Christmas Carol in preparation for English Literature Paper 2. They will also study the entire play of Macbeth or Romeo and Juliet in preparation for English Literature Paper 1. They will also study both unseen and pre-released poetry from the Edexcel Poetry Anthology. The remainder of the year will be spent revising all Literature units in preparation for Paper 1 and Paper 2.

## WJEC GCSE Film Studies

This is an **Option** Subject for the **Enhanced and Focused** pathways

### What does the course consist of?

#### **1: External Assessment (70%)**

##### **Paper 1: US Films 35% (1 hour 30 minutes)**

**Four compulsory questions** focusing on Hollywood productions as well as independent films from:

<b>US Film 1930-60</b>	<b>US Film 1961-90</b>	<b>US Independent Film</b>
Singin' in the rain (1952)	Grease (1978)	Juno (Reitman, 2007)
Rear Window (1954)	E.T. the Extra-Terrestrial (1982)	The Hurt Locker (Bigelow, 2008)
Rebel without a Cause (1955)	Witness (1985)	Whiplash (Chazelle, 2014)
Invasion of the Body Snatchers (1956)	Ferris Bueller's Day Off (1986)	Me and Earl and the Dying Girl (2015)

##### **Paper 2: Global Films 35% (1 hour 30 minutes)**

**Six compulsory questions** on English language films produced outside the US, (one of which will be a British film), and at least one non-English language film. Questions will be based on the following film selections:

<b>Contemporary UK Film (after 2010)</b>	<b>Global English language Film (produced outside the US)</b>	<b>Global non-English language Film</b>
Submarine (Ayoade, UK, 2010)	Rabbit-Proof Fence (Noyce, Australia, 2002)	Tsotsi (Hood, South Africa, 2005)
Attack the Block (Cornish, UK, 2011)	Slumdog Millionaire (Boyle, UK, 2008)	Let the Right One In (Alfredson, Sweden, 2008)
Skyfall (Mendes, UK, 2012)	District 9 (Blomkamp, South Africa, 2009)	Spirited Away (Miyazaki, Japan, 2001)

#### **Component 3: Controlled Assessment (30%) Exploring and creating**

One genre-based film extract (either from a film or from a screenplay)

One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

#### **How will the course be assessed?**

The GCSE Film Studies course consists of controlled assessment tasks (30%) and 2 written exams (70%).

#### **What will the lessons be like?**

Lessons will vary with some focusing on aspects of the film industry, some on criticisms and theories, while others will look at the more technical elements of film production. Pupils will research, plan, create and review the work for each task using exercise books or the Internet and Microsoft Office, or Graphic and Editing Software (where appropriate). Pupils are encouraged to investigate and research independently (outside of the class), and to immerse themselves in different genres of film to give them a deeper appreciation. The set films will be viewed in class at differing stages, and additional clips/sequences will be used to support the pupils knowledge and understanding.

#### **Is there any equipment that I will need?**

There is no compulsory equipment as this will be provided by the school. However, it is expected that each pupil comes with the standard school equipment.

#### **For which careers will Film Studies be useful?**

Film Studies at GCSE (and later at A-Level & Degree Level) is a starting point for pupils who have a growing passion for film to access work both behind and in front of the camera. Many pupils go on to work in writing or directing films, camera work, sound work, or costume & set design.

# BTEC Level 2 Tech Award in DIGITAL INFORMATION TECHNOLOGY – OCR Specification

This is an **Option** subject available on the **Applied** and **Focus** Pathway

BTEC Digital Information Technology has a range of ICT tasks and computing theory that within this new and exciting course that will challenge all pupils to be technically minded as well as competent users of ICT.

## **What does the course consist of?**

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment, including:

- Development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data
- Processes that underpin effective ways of working, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security, and legal and ethical issues.

## **How will the course be assessed?**

Assessment is divided into three units:

**Exploring User Interface Design Principles and Project Planning Techniques (30%)** Internal Assessment

**Collecting, Presenting and Interpreting Data (30%)** Internal Assessment

**Effective Digital Working Practices (40%)** Synoptic External Assessment

## **What will the lessons be like?**

During a typical IT lesson, pupils will study the different types of user interfaces, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions. Pupils will look at skills such as project planning, iterative design of a user interface, using data manipulation tools to create a dashboard and how to interpret and draw conclusions from data.

## **Is there any equipment that I will need?**

Pupils will be provided with all ICT computers and software needed to complete the course. Pupils may also wish to purchase a **Resources book** to help with the theory and revision purposes (recommended by ABe and HAn).

## **For which careers or further education will Computer Science be useful?**

After completing their BTEC Tech Award, your pupils will be in a great position to continue in the digital information technology sector. This qualification prepares pupils for both technical and academic routes.

# GCSE Mathematics – Pearson Edexcel Specification

This is a **Core** subject

## Course content

Every pupil will study Mathematics during Key Stage 4. Pupils will sit one of two tiers (Higher or Foundation). The Higher paper will assess grades 4-9 and the Foundation paper will assess grades 1-5.

Mathematics GCSE introduces pupils to a variety of topics at varying levels. The content has been organised into broad topic areas:

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

Our aims are to enable pupils to access a wide range of Mathematics-based problems which develop their understanding of Maths as well as their problem solving skills.

As well as learning the course content, pupils will develop the following transferable skills which will equip them for later life:

- Problem solving
- Reasoning
- Attention to detail
- Resilience
- Written and verbal communication
- Self-reflection
- Analysis
- Interpretation

## How will the course be assessed?

Progress is continually monitored through classwork and homework. Formal assessments will take place each term, to determine the level of entry to the GCSE exam.

The course is 100% exam and will comprise 3 papers, as detailed below:

### **Exam (1 hour 30 minutes) – Paper 1 (33⅓%) – Non-calculator**

- Written paper consisting of 80 marks
- Content from any part of the specification may be assessed
- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper.

### **Exam (1 hour 30 minutes) – Paper 2 (33⅓%) – Calculator**

- Written paper consisting of 80 marks
- Content from any part of the specification may be assessed
- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper.

### **Exam (1 hour 30 minutes) – Paper 3 (33⅓%) – Calculator**

- Written paper consisting of 80 marks
- Content from any part of the specification may be assessed
- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper.

Pupils are expected to know the necessary formulae as they are no longer given formulae sheets. These will be signposted by teachers during the course and displayed in the corridor and in classrooms.

## Mapping Mathematics across KS4

Throughout Years 9 to 11 pupils will study a range of Mathematical topics. Topics taught in each year will build on knowledge, skills and understanding from earlier years. Pupils will also practise topics by applying them to real life situations which will help them in their future lives and careers.

# WJEC GCSE Media Studies

This is an **Option** subject for the **Enhanced and Focused** pathways

## What does the course consist of?

### **Component 1: Exploring the Media**

Written examination: 1 hour 30 minutes (40% of qualification)

#### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

#### **Section B: Exploring Media Industries and Audiences**

This section assesses two of the following media forms: film, newspapers, radio, video games. As well as presenting two stepped questions on media industries and audiences.

### **Component 2: Understanding Media Forms and Products**

Written examination: 1 hour 30 minutes (30% of qualification)

**This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.**

### **Component 3: Creating Media Products**

Non-exam assessment (30% of qualification)

**An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.**

*Across both the Controlled Assessment and External Assessment pupils will have to demonstrate their knowledge and understanding of a range of media theories.*

## How will the course be assessed?

The GCSE Media Studies course consists of controlled assessment tasks (30%) and a written exam (70%).

## What will the lessons be like?

Lessons will vary, with pupils focussing on various aspects of media industries, their products, and relevant media theories. Pupils will research, plan, create and review their work for each task using exercise books, the Internet and Microsoft Office, as well as Graphic and Editing Software (where appropriate). Pupils are encouraged to investigate and research independently (outside of the class), and to immerse themselves in different forms of media products to give them a deeper appreciation.

## Is there any equipment that I will need?

There is no compulsory equipment as this will be provided by the school. However it is expected that each pupil comes with the standard school equipment.

## For which careers will Media Studies be useful?

Media Studies at GCSE (and later at A-Level and Degree Level) is a starting point for pupils who have a growing passion for working within a range of areas, such as:

- Journalism
- Television
- Film
- Radio
- Marketing and advertising

# GCSE French – Edexcel Specification

A language is **compulsory** for the **Enhanced** pathway

This is an additional **Option** subject for the **Enhanced** pathway for those taking two languages

**All pupils are to keep working on their Year 7 and Year 8 language.**

## **What does the course consist of?**

Edexcel GCSE French uses the vocabulary and grammar learnt in Key Stages 2 and 3 as foundation building blocks for continuing study of the following themes.

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- ☒ International and global dimension

**All themes and topics must be studied in the context of both the pupils' home country and that of countries and communities where French is spoken.**

## **How will pupils be assessed?**

There are four skills:

Listening and understanding	25%
Speaking	25%
Reading and understanding (incl. translation to English)	25%
Writing	25%

Assessments take place throughout the course as part of lessons and PPEs, but the final exams take place in the summer of Year 11.

## **What will the lessons be like?**

Lessons are structured to provide a range of each of the four skills and we are required to speak with pupils in French as much as possible!

We structure series of lessons with clear outlines and expectations to support pupils to achieve their minimum target grade.

## **Is there any equipment that I will need?**

In addition to basic equipment, a bilingual dictionary is helpful to have at home. There will be vocabulary booklets and online resources that the MFL Faculty will provide.

## **What skills and abilities will I need?**

You must have excellent attendance and be hard-working and you must do extra work and revision outside the classroom. You should be a good, active listener and open-minded to appreciate others' lifestyles.

## **Why should I choose French?**

- Many UK colleges and universities require a language at GCSE as a condition of entrance.
- Many UK businesses seek employees who are able to have a conversation with overseas clients in their own language.
- People who speak foreign languages are often able to command higher salaries.
- Research shows that learning a new language helps you to succeed in other subject areas because the skills involved are key skills for all learners.
- A modern foreign language together with your other core subjects shows that you have followed a broad and balanced curriculum and will learn any new subject well.

# GCSE German – Edexcel Specification

A language is **compulsory** for the **Enhanced** pathway

This is an additional **Option** subject for the **Enhanced** pathway for those taking two languages

## **All pupils are to keep working on their Year 7 and Year 8 language.**

### **What does the course consist of?**

Edexcel GCSE German uses the vocabulary and grammar learnt in Key Stages 2 and 3 as foundation building blocks for continuing study of the following themes:

The five themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- ☑ International and global dimension

**All themes and topics must be studied in the context of both the pupils' home country and that of countries and communities where German is spoken.**

### **How will pupils be assessed?**

There are four skills:

Listening and understanding	25%
Speaking	25%
Reading and understanding (incl. translation to English)	25%
Writing	25%

Assessments take place throughout the course as part of lessons and PPEs, but the final exams take place in the summer of Year 11.

### **What will the lessons be like?**

Lessons are structured to provide a range of each of the four skills and we are required to speak with pupils in German as much as possible!

We structure series of lessons with clear outlines and expectations to support pupils to achieve their minimum target grade.

### **Is there any equipment that I will need?**

In addition to basic equipment, a bilingual dictionary is helpful to have at home. There will be vocabulary booklets and online resources that the MFL Faculty will provide.

### **What skills and abilities will I need?**

You must have excellent attendance and be hard-working and you must do extra work and revision outside the classroom. You should be a good, active listener and open-minded to appreciate others' lifestyles.

### **Why should I choose German?**

- Many UK colleges and universities require a language at GCSE as a condition of entrance.
- Many UK businesses seek employees who are able to have a conversation with overseas clients in their own language.
- People who speak foreign languages are often able to command higher salaries.
- Research shows that learning a new language helps you to succeed in other subject areas because the skills involved are key skills for all learners.

# GCSE Spanish – Edexcel Specification

This is an **Option** subject for the **Enhanced** pathways

## What does the course consist of?

Edexcel GCSE Spanish will require pupils to be dedicated to completing the 5 year course within 3 years **along with their existing core language of either French or German.**

The five GCSE themes are:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- ☑ International and global dimension

**All themes and topics must be studied in the context of both the pupils' home country and that of countries and communities where Spanish is spoken.**

## How will pupils be assessed?

There are four skills:

Listening and understanding	25%
Speaking	25%
Reading and understanding (incl. translation to English)	25%
Writing	25%

Assessments take place throughout the course as part of lessons and PPEs, but the final exams take place in the summer of Year 11.

## What will the lessons be like?

Lessons are structured to provide a range of each of the four skills and we are required to speak with pupils in Spanish as much as possible!

We structure series of lessons with clear outlines and expectations to support pupils to achieve their minimum target grade.

## Is there any equipment that I will need?

In addition to basic equipment, a bilingual dictionary is helpful to have at home. There will be vocabulary booklets and online resources that the MFL Faculty will provide.

## What skills and abilities will I need?

You must have excellent attendance and be hard-working and you must do extra work and revision outside the classroom. You should be a good, active listener and open-minded to appreciate others' lifestyles.

## Why should I choose Spanish?

- Many UK colleges and universities require a language at GCSE as a condition of entrance.
- Many UK businesses seek employees who are able to have a conversation with overseas clients in their own language.
- People who speak foreign languages are often able to command higher salaries.
- Research shows that learning a new language helps you to succeed in other subject areas because the skills involved are key skills for all learners.
- A modern foreign language together with your other core subjects shows that you have followed a broad and balanced curriculum and will learn any new subject well.

**We remind you that you will have to be particularly dedicated to studying Spanish in order to complete the full GCSE course in three years. It will be rewarding though!**

## **GCSE Geography (9-1) – Edexcel B Specification**

A Humanities is **compulsory** for the **Enhanced** pathway  
This is also an **Option** subject for the **Enhanced** pathway

### **What does the course consist of?**

The Geography department offers the Geography (9-1) Edexcel B course. Pupils will cover a variety of topics over the three year course. These topics build upon content studied during Key Stage 3.

### **How will the course be assessed?**

The syllabus consists of three written examination papers to be sat at the end of the Year 11 course. The three examinations will be based on the three components that make up the course:

*Year 9 Study - Component 1 – Global Geographical Issues (37.5% of overall grade)*

- Hazardous Earth
- Development Issues
- Challenges of an urbanising world

*Year 10 Study - Component 2 – UK Geographical Issues (37.5% of overall grade)*

- The UK's evolving physical landscape
- The UK's evolving human landscape
- Geographical investigations – including one physical fieldwork investigation (a coastal environment) and one human fieldwork investigation (an urban environment) which is compulsory

*Year 11 Study - Component 3 – People and Environment Issues (25% of overall grade)*

- People and the biosphere
- Forests under threat
- Consuming energy resources

### **What will the lessons be like?**

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential in their Geography GCSE. These will include independent learning, discussions, group work and the compulsory fieldwork element in Component 2. Pupils will regularly practise past exam questions to enable them to become familiar with the language and exam techniques used by the Geography (9-1) Edexcel course. Specialist teachers of Geography use innovative and dynamic teaching practise to ensure there is a high level of engagement in all lessons.

### **Is there any equipment that I will need?**

Pupils will need basic stationery including pens, pencils, a ruler, a calculator and colouring pencils. Pupils must be prepared to participate in fieldwork. The Geography Department supplies the necessary fieldwork equipment for the coastal investigation.

### **What skills and abilities will I need?**

Pupils need to have an interest in Geography and show a willingness to develop their geographical knowledge, understanding and skills. Pupils are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. As well as having an aptitude in mathematics, a knowledge and understanding of geographical information systems (GIS) is also important.

### **Why should I choose Geography?**

Geography plays a crucial role in promoting an understanding of the world by studying the physical environment and events that have an impact on people's lives, both locally and in distant places. Geography provides detailed knowledge and understanding of the forces that shape the world in which we live. The subject deals with real and often controversial issues which are constantly in the news. Not only will pupils have an understanding of global and UK geographical issues, but pupils will develop their skills in mathematics, data presentation, data analysis and evaluative skills which are transferable to many further education courses and the work place.

### **For which careers will Geography be useful?**

Geography opens the door to a variety of prospective careers. These include work in the environment and conservation areas, local government, architecture and planning, leisure and tourism, teaching and many other sectors of industry. Geography is widely regarded as a useful qualification by both employers and institutes of further and higher education.

# VTCT - Vocational Training Charitable Trust Hair & Beauty

This is an **Option** subject for the **Applied** pathway

## **What does the course consist of?**

This qualification includes two mandatory units that can be applied to any sector or vocational area. In this qualification, pupils will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media and business) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions.

The units that make up this qualification include:

**Mandatory** - Understanding the hair and beauty sector - pupils will develop an understanding of the structure and importance of the hair and beauty sector. They will also learn about the products used, and services and treatments provided throughout the sector as well as career opportunities.

**Mandatory** - Hair and beauty research project - pupils learn how to plan a hair and beauty research project. Pupils will then produce a research proposal and conduct their research into a particular topic area of the hair and beauty sector.

**Optional** - Hair and beauty science - pupils will develop an understanding of the chemistry of hair and beauty products. They will also learn about the anatomy of the skin and hair and produce a formulation for a hair and beauty product.

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

## **How will the course be assessed?**

The course will be assessed through 4 units, 2 mandatory units, one of which is a written exam, and 2 optional units.

## **What will lessons be like?**

Pupils will be taught in an environment that reflects the industry that they may choose to work in. Lessons will combine hands on practical skills that will enable pupils to have a better understanding of the underpinning knowledge to help support the pupils in their controlled assessments.

## **What skills and abilities will I need?**

No previous knowledge or skills are required, however, it is desirable that pupils have a genuine interest, commitment and enthusiasm for the subject.

## **Why should I choose Level 2 Hair & Beauty?**

This new and dynamic course will offer pupils a theoretical understanding and knowledge of the Hair and Beauty industry. Pupils should choose this course if they have a strong interest in the Hair and Beauty industry, and have aspirations to study the industry at a post-16 level, undertaking a role related to the subject.

## **For which careers will a Level 2 Hair & Beauty be useful?**

There are a wide range of careers and opportunities for pupils, some of the possible career paths that could lead on from this course are:

- Complementary and alternative therapies
- Fashion and photography
- Retail – cosmetic and fashion
- Theatre and media
- Travel and tourism
- Sport and active leisure

# GCSE History – Edexcel Specification

A Humanities subject is **compulsory** for the **Enhanced** pathway

This is also an **Option** subject for the **Enhanced** pathway

## **What does the course consist of?**

The History Department offers the Edexcel GCSE 9-1 History course. Pupils will study crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900 crime, policing and the inner city: Early Elizabethan England 1558-88: The American West c1835-c1895: Weimar and Nazi Germany, 1918-39.

## **How will the course be assessed?**

The syllabus consists of three written examination papers to be sat at the end of the course.

Paper 1: Crime and Punishment	(1 hour and 15 minutes)	30% of overall grade.
Paper 2: History Around Us	(1 hour 45 minutes)	40% of overall grade.
Paper 3: World History	(1 hour and 30 minutes)	30% of overall grade.

## **What will the lessons be like?**

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential. These will include independent learning, discussions, debate and group work. Exam questions and source analysis will be embedded in all lessons to ensure all pupils develop the skills required for history at GCSE level.

## **Is there any equipment that I will need?**

Pupils will need basic stationary including pens, pencils, highlighters, a ruler, glue stick and colouring pencils.

## **What skills and abilities will I need?**

Pupils need to be able to answer questions using the PEEL format (Point, Evidence, Explain, Linking). Pupils will need to interpret and make inferences from a range of historical sources such as political cartoons, letters, speeches and posters. Pupils will evaluate sources by thinking about PLACT (Purpose, Limitations, Author, Content and Type). These skills are essential in achieving a good grade at GCSE level. Pupils will often have to read and research independently.

## **Why should I choose History?**

History enables us to develop an understanding of the people and events of the past and how they have shaped the future. History allows pupils to understand the diversity of human experiences. It allows pupils to develop their writing skills and their ability to analyse and question. History deals with real and often controversial issues which are constantly in the news. Pupils of history develop skills allowing them to study, work and pursue careers in areas such as law, journalism, local government, tourism and archaeology.

***“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” — [Michael Crichton](#)***

**[www.goodreads.com](http://www.goodreads.com)**

# WJEC L2 Award Hospitality and Catering

This is an **Option** subject for the **Enhanced and Focused** pathways

## **What does the course consist of?**

This course aims to develop pupils understanding of the Hospitality and Catering industry.

The course covers practical preparation and cooking skills, food safety and hygiene, menu planning and special dietary needs, equipment types and functions, job roles and meeting the needs of the consumer.

## **What will lessons be like?**

Pupils will enjoy a combination of both practical and theory based learning, pupils will not be cooking every food lesson, although there is a strong practical element to the course.

## **Is there any equipment that I will need?**

Pupils will need to provide their own ingredients for their practical lessons.

## **What skills and abilities will I need?**

No prior learning is necessary for the course, however, it is desirable if pupils have:

- Basic food practical skills
- An awareness of health and safety
- An interest in food

## **Why should I choose the Level 2 Hospitality and Catering Award?**

A Level 2 qualification in Hospitality and Catering will open up a wide range of opportunities within the industry both front and back of house, providing you with a strong skill set for post-16 level study as well as providing a fundamental life skill.

Job roles within the Hospitality and Catering industry:

- Restaurant Manager
- Food and Beverage Manager
- Chef
- Waiter/Waitress
- Sommelier

## Music Performance and Music Technology

We run two Music courses: Trinity Rock and Pop Music Performance and V-Cert Music Technology. Pupils who choose one of the music course options will be placed in either Trinity Rock and Pop Music Performance or V-Cert Music Technology, depending on relevant grades and skill sets.

### What does the course consist of?

V-Cert music technology is about producing, recording and creating music. You will gain knowledge of the music industry and what is required to build a career at present.

### The main skills you will study are:

- Production, using music based software.
- Recording, using industry standard equipment.
- Creating, contemporary based music compositions.

### You will enjoy this course if you want to study a subject that involves:

Practical elements, fusing together music and ICT.

Learning new skills that are required to be successful within the music industry.

To work with music technology software to produce original musical content.

### How will the course be assessed?

- Unit 1 – 12.5% Using a Digital Audio Workstation
- Unit 2 – 12.5% Creating Music
- Unit 3 – 12.5% Studio Recording
- Unit 4 – 12.5% Sound Creation
- Practical Assessment – 35%
- Written Assessment – 15%

### Is there any coursework?

A portfolio of evidence will be recorded throughout the course (Unit 1 – 4) 50%

Internally assessed and externally moderated portfolio.

Externally set and marked assessments.

### What will the lessons be like?

A combination of Music and ICT to develop a final product created independently with practical features.

You will have the opportunity to work in groups in order to plan and prepare for recording sounds/live music.

### What skills and abilities will I need?

You must have a passion in regards to music as well as competent skills in ICT.

You do not need to be a “specialist” or “expert” in music performance but have the drive to get involved with practical tasks.

### Why should I choose Music Technology?

You are able to work in a variety of different scenarios, have a creative mind and are enthusiastic when working with music and ICT.

### For which careers will Music Technology be useful?

The subject gives a good grounding for progression onto further Level 3 qualifications, A-Levels and Diplomas. These qualifications and careers involve managing a music business enterprise, radio, other creative and media-related subjects and employment within the music industry (record labels and recording studios).

### What does the course consist of?

The Trinity College course is entirely based on pupils’ musical performance skills, requiring pupils to perform three pieces to an examiner along with an improvisation exam; skills we feel will benefit any young musician. Pupils will be able to choose their instrument based on advice from our teachers and their past results. The instrument choices are Keyboard, Piano, Drums, Vocals and Bass.

### How will the course be assessed?

Assessments	Weighting
Performance One	25%
Performance Two	25%
Technical Performance	30%
Session Skills	20%

### Is there any coursework?

There is no written coursework for this option, as it is a practical/performance based course. However, pupils need to reach a high level of performance in order to achieve the best possible results and will be required to practice their pieces in their own time as well as in lessons. Our most successful pupils also take Peripatetic/Private music lessons within the school to help develop their musicianship.

### What will the lessons be like?

You will have the opportunity to **listen and perform** a variety of musical styles. Try out new instrument/playing styles, and in order to develop your musicianship. **Play** your chosen instrument or sing in the classroom as a soloist or in a group.

### What skills and abilities will I need?

You must be passionate about learning and listening to unfamiliar, as well as familiar music. You will need to be confident to perform in front of both pupils and adults. The external examiner will be unfamiliar to you, so you must be able to overcome nerves. You should be achieving high grades in your KS3 music performance so far, and should be disciplined enough to practice in your own time.

### Why should I choose Music?

You are a **creative, disciplined person**, who likes to **share ideas** but work mainly individually. You are **confident** to stand and **display** your skills on your chosen instrument. You must be able to take feedback, and be determined to perfect your craft.

### For which careers will Music be useful?

Music is a good preparation for careers in the **music industry, publishing, entertainment** and **teaching** or any job that involves **communication** and **expressive skills**. The Trinity College London is a worldwide establishment and is the examinations board of the [Trinity Laban Conservatoire of Music and Dance](#) and the [Guildhall School of Music](#). It offers graded and diploma (up to postgraduate level) qualifications. If we feel any pupil surpasses the demands of Grade 6, we intend to place them on Grade 7 or 8 (UCAS states that a Grade 8 instrumental grade is required by most universities in order to further study music and is also the top award for instrumental grading).

A pass at Grade 6 is equivalent to the following GCSE grades:

Graded Music Level	Grade	2017 & 2018 points
Grade 6	Pass	7.00
	Merit	8.50
	Distinction	8.50

# OCR Certificate in Sports Science

This is an **Option** subject for the **Applied, Enhanced and Focused** pathways

## **What does the course consist of?**

OCR Sports Science is an exciting and diverse course that enables pupils to develop their skills, and broaden their knowledge in a number of sporting concepts. The programme of study covers the two compulsory modules; Factors which influence the risk of injuries and Principles of Training. It will also cover two of the following four optional modules; the Body's Response to Exercise, Sports Nutrition, Technology in Sport and Sports Psychology.

## **How you are assessed?**

You will be assessed on three internally marked assignments and one external exam.

### **External Assessment – 25% of final grade.**

- One hour written paper.
- Factors which influence the risk of injuries.

### **Internal Assessment – 75% of final grade.**

- Assessed through coursework.
- Principles of Training (compulsory module).
- Two other modules from the following; The Body's Response to Exercise, Sports Nutrition, Technology in Sport and Sports Psychology.

## **Expectations.**

- All pupils are to bring their kit for any practical sessions.
- To complete all homework and coursework on time.
- To take a keen interest in sport and regularly participate outside of school.

## **For which careers will OCR Sports Science be useful?**

OCR Sports Science allows you to explore and develop key communication and presentation skills that are transferable skills in the work place. You will have the opportunity to develop your confidence, self-esteem, social skills and your ability to work independently and as part of a team. Specifically it can lead to careers in coaching, sports science, nutrition, fitness industry, and strength and conditioning.

# GCSE Physical Education – AQA Specification

This is an **Option** subject for the **Enhanced** pathways

## What does the course consist of?

GCSE Physical Education is an exciting and diverse course that enables pupils to develop their skills as a performer within many sports. It is a great opportunity for pupils with a passion and enthusiasm for physical education to develop their theoretical knowledge and understanding of sport and exercise.

The programme of study covers numerous practical activities allowing pupils to explore the benefits that both individual and teamwork can bring. Depending on the ability of the group, these could include; football, rugby, basketball, cricket, netball, trampolining, handball, athletics and more.

## How you are assessed?

You will be assessed on both your practical and theory work. The amount of theory work required is quite demanding even though this is a practical subject.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Practical performance in physical activity and sport
What's assessed <ul style="list-style-type: none"><li>Applied anatomy and physiology</li><li>Movement analysis</li><li>Physical training</li><li>Use of data</li></ul>	What's assessed <ul style="list-style-type: none"><li>Sports psychology</li><li>Socio-cultural influences</li><li>Health, fitness and well-being</li><li>Use of data</li></ul>	What's assessed <ul style="list-style-type: none"><li>Pupils are assessed as a performer in three different activities (30%)</li><li>Written/verbal analysis and evaluation of performance (10%)</li></ul>
Written exam: 1 hour 15 minutes Total: 78 marks 30% of GCSE	Written exam: 1 hour 15 minutes Total: 78 marks 30% of GCSE	How it's assessed Internal assessment, external moderation Total: 100 marks 40% of GCSE

## Expectations

- All pupils are to bring their kit for all practical sessions.
- To compete for any school team if selected.
- To take a keen interest in sport and regularly participate outside of school.

## For which careers will GCSE Physical Education be useful?

GCSE Physical Education allows you to explore and develop key communication and presentation skills that are transferable skills in the work place. You will have the opportunity to develop your confidence, self-esteem, social skills and your ability to work independently and as part of a team. Specifically GCSE Physical Education can lead to careers in coaching, sports science, nutrition, exercise physiology, physiotherapy, fitness industry, biomechanics, strength and conditioning and teaching.

# GCSE Combined Science – EDEXCEL Specification

This is a **Core** subject

## What does the course consist of?

All pupils will begin their GCSE Combined Science course in Year 9 leading to two GCSEs. Pupils in top set will go on to study GCSE Biology, Chemistry and Physics leading to three GCSEs.

Both pathways are designed to:

- Provide a basis for understanding the world around us.
- Provide work related learning.
- Provide a basis for future scientific studies in KS5.

GCSE Combined Science comprises three separate units: Biology, Chemistry and Physics.

The content covered will be:

GCSE Combined Science		
Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Key concepts in Biology</li><li>• Cells and Control</li><li>• Genetics</li><li>• Natural selection &amp; genetic modification</li><li>• Health, disease &amp; medicines</li><li>• Plant structures &amp; their functions</li><li>• Animal coordination, control &amp; homeostasis</li><li>• Exchange &amp; transport in animals</li><li>• Ecosystems &amp; material cycles</li></ul>	<ul style="list-style-type: none"><li>• States of matter</li><li>• Separating &amp; purifying substances</li><li>• Atomic structure</li><li>• The periodic table</li><li>• Ionic Bonding, Covalent bonding, types of substances.</li><li>• Acids and alkalis</li><li>• Calculations involving masses</li><li>• Electrolytic processes</li><li>• Obtaining &amp; using metals</li><li>• Reversible reactions &amp; equilibria</li><li>• Groups in the Periodic table</li><li>• Rates of reaction</li><li>• Heat energy changes in Chemical reactions</li><li>• Fuels</li><li>• Earth &amp; Atmospheric Science</li></ul>	<ul style="list-style-type: none"><li>• Motion</li><li>• Forces &amp; motion</li><li>• Conservation of Energy</li><li>• Waves</li><li>• Light &amp; Electromagnetic spectrum</li><li>• Radioactivity</li><li>• Energy – forces doing work</li><li>• Forces &amp; their effects</li><li>• Electricity &amp; circuits</li><li>• Magnetism &amp; the motor effect</li><li>• Electromagnetic induction</li><li>• Particle model</li><li>• Forces &amp; matter</li></ul>

## How will the course be assessed?

This course is 100% assessed through external examinations in the Summer Term of Year 11.

Candidates entered for GCSE Combined Science will sit 6 x 1hr 10mins papers.

Candidates entered for GCSE Single Sciences (GCSE Biology, Chemistry and Physics) will sit 6 x 1hr 45 mins papers.