



Options 2019



TOTTINGTON HIGH SCHOOL
Excellence Through Partnership



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BACKGROUND

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

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

The option form should be completed and returned to your form tutor as soon as possible but not later than the date specified.

The choices made at this stage will not necessarily be the final ones but if parents are concerned about any aspect of their child's option choices they are invited to telephone school and make an appointment to discuss the matter.

**Miss E Guirguis
Deputy Headteacher**

INTRODUCTION

CHOOSE a subject because:

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

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

DO NOT choose a subject because you like the teacher. They can change or they may leave.

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

WHY MAKE A CHOICE?

The second reason is a matter of ability. Beyond a certain level, everybody cannot be good at everything. Most students are good at something so it would obviously be wise to choose subjects according to ability.

The third reason is a matter of personal preference. As a student gets older personal likes and dislikes become clear cut and he or she does not want to study every subject. Providing that a good broad general education is undertaken, there is no reason why a student should study every subject. It is often valuable to build on interests for they, and success often go together.

The fourth reason is that in many cases a student has a specific career ambition. Many careers have educational requirements expressed in terms of examination results in particular subjects so it is vital to choose the right subjects.

MAKING THE CHOICE

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

There are three main considerations to be borne in mind:

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

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

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

STAGE 1: BASIC QUESTIONS

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

STAGE 2: FINDING THE FACTS

Question	Source of the Answer
a) Which subjects are needed for specific careers?	i. Teachers. ii. Careers advisor iii. This Booklet.
b) What level of ability is needed?	The teacher in charge of that subject.
c) What is the content of each subject and how is it studied and examined?	i. The teacher in charge of that subject. ii. Your own teacher of that subject. iii. This booklet.

STAGE 3: WEIGHING UP THE INFORMATION

- a) If there is a change in career ambition, will the choice still be satisfactory?
- b) How many career 'doors' will be shut by the combination of subjects chosen?
- c) Does the choice give a balanced education?
- d) Will the choice give the best possible qualifications in terms of results?
- e) Will the choice give a course which will prove satisfying over two years?

SUBJECT CHOICE AND CAREER

A Balanced Career

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

In a rapidly changing technological society it is likely that workers of the future may have to retrain at least once and maybe twice in their own lifetime. The implications for school are that we must produce intelligent, articulate and adaptable students, and you can help by choosing a well-balanced course of study.

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

ENGLISH BACCALAUREATE (EBacc)

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

- English Language & English Literature
- Mathematics
- Combined Science or Triple Science
- A language (French/German)
- A Humanity (Geography/History)

OPTION PATHWAYS

All students are different; therefore we offer a wide variety of courses for students to study. Students have different abilities, so we offer different pathways to study during Years 10 and 11. The pathways are colour-coded and students are assigned to the pathway based on their prior attainment and aptitude for particular subjects.

NAVY PATHWAYS (9 Qualifications) THIS IS EBACC PATHWAY 1

- This is the most rigorous pathway; it involves studying both a language and a humanity subject, in addition to the three sciences as separate GCSE – Biology, Physics and Chemistry.
- All subjects in this pathway lead on to facilitating subjects at A-Level – English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Geography, History, French and/or German.
- The latter subjects are the A' Levels preferred by top universities.

ORANGE PATHWAY (9 Qualifications) THIS IS EBACC PATHWAY 2

- This is a rigorous pathway; it involves studying both a language and a humanity subject, in addition to Combined Science.
- Subjects in this pathway lead on to facilitating subjects at A-Level – English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Geography, History, French and/or German.
- The latter subjects are the A' Levels preferred by top universities.

PURPLE PATHWAY (9 Qualifications)

This is **NOT** necessarily an EBacc Pathway. Students will study the core curriculum, English Language, English Literature, Mathematics, and Combined Science and have a free choice to study a language, humanities and other GCSE courses relevant to their career intentions.

VIOLET PATHWAY (8 Qualifications)

This is **NOT** necessarily an EBacc Pathway. Students will study the core curriculum, English Language, English Literature, Mathematics, and Combined Science and have a free choice to study a language, humanities and other GCSE courses relevant to their career intentions. Students will have additional support for English and Mathematics.

WJEC GCSE

GCSE English Language will:

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

COMPONENT 1: Explorations in Creative Reading and Writing

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

Section A (25%) – Reading

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

Section B (25%) – Prose Writing

One descriptive or narrative writing task.

COMPONENT 2: Writer's Viewpoints and Perspectives

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

Section A (25%) – Reading

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

Section B (25%) – Writing

1 extended non-fiction writing task.

COMPONENT 3: Spoken Language

Non-exam assessment- Unweighted

One presentation/speech, including responses to questions and feedback

AQA GCSE

GCSE English Literature will:

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

COMPONENT 1: Shakespeare and Poetry

Written examination: 1hr 45 mins: 40% of qualification

Section A (20%) Shakespeare

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

Section B The 19th-Century Novel:

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

Component 2: Post-1914 Prose/ Drama, 19th Century Prose and Unseen Poetry

Written examination: 2 hours and 15 minutes : 60% of qualification

- **Section A Modern Texts:**

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

JB Priestley An Inspector Calls, Willy Russell Blood Brothers, Alan Bennett The History Boys, Dennis Kelly DNA, Simon Stephens The Curious Incident of the Dog in the Night-Time (play script), Shelagh Delaney A Taste of Honey Prose: William Golding Lord of the Flies, AQA Anthology Telling Tales George Orwell Animal Farm, Kazuo Ishiguro Never Let Me Go, Meera Syal Anita and Me, Stephen Kelman Pigeon English

- **Section B Poetry:**

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

- **Section C Unseen Poetry:**

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

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

CONTACT: MR BURGOYNE: HEAD OF ENGLISH FACULTY

Pearson EDEXCEL GCSE

GCSE Mathematics will:

- be 100% examination;
- be tiered with foundation (Grades 5-1) and higher papers (Grades 9-4);
- be fully linear with assessments in the summer

WHAT WILL I LEARN ABOUT IN MATHEMATICS?

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

The topics are:

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

WHAT ARE SOME OF THE SKILLS I WILL GAIN?

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

HOW WILL I LEARN ABOUT THIS SUBJECT?

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

WHAT DO EMPLOYERS THINK ABOUT MATHEMATICS?

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

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

HOW WILL I BE ASSESSED?

The GCSE Course is designed to meet the requirements of Exam Specification Pearson Mathematics **1MA1** Student progress will be assessed by the teacher on a regular basis by a series of short examinations at key points in the Academic Year.

CONTACT: MR WILKINSON: HEAD OF MATHEMATICS FACULTY

AQA GCSE**WHY STUDY SCIENCE?**

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

COURSE CONTENT AND SKILL DEVELOPMENT

This Science course can lead to two GCSE (9-1) qualifications. The GCSE combined science course covers the three main subject areas Biology, Chemistry and Physics. Students will study and be assessed on two units of Biology, two of Chemistry and two of Physics which will lead to two separate GCSE grades.

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

ASSESSMENT STRUCTURE

Our current exam board is AQA Trilogy. The course is completely linear, so all the examinations are taken at the end of Year 11. There are six examinations each of 1 hour 15 minutes (two Biology, two Chemistry and two Physics). These are available at Foundation tier and Higher tier. Students must complete all assessments in the same tier.

There are a core set of practical assessments that will need to be completed but no marks are required by the examination board. The examination papers will test aspects of the practical work done during the course. Students will receive two GCSE grades for Combined Science each between 9-1.

OPPORTUNITIES BEYOND YEAR 11

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

INTRODUCTION

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

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

COURSE CONTENT AND SKILL DEVELOPMENT

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

ASSESSMENT STRUCTURE

The course is linear with all six papers taken at the end of Year 11. Each paper is 1 hour 45 minutes. Papers are available at Foundation tier and Higher tier. Students must complete all assessments in the same tier. There are a core set of practical assessments to be completed by the end of the course but no marks are reported to the exam board. The examination papers will test aspects of the practical work done over the three years. Students will receive one GCSE grade for biology, chemistry and physics each between 9-1.

OPPORTUNITIES BEYOND YEAR 11

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

AQA GCSE**WHY STUDY ART & DESIGN?**

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

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

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

WHAT WILL I LEARN ABOUT IN ART?

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

WHAT ARE SOME OF THE SKILLS I WILL GAIN?

- Observation drawing
- Sculpture using various media e.g. clay
- Mixed Media
- Computer aided Artwork using new exciting software
- Printmaking
- Painting

HOW WILL I LEARN ABOUT THIS SUBJECT?

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

WHAT DO EMPLOYERS THINK ABOUT ART?

An essential qualification, if you are looking for a career in any Art, Design or Craft related field, you wish to study Art and Design in Further and Higher Education. It

provides you with a creative way of 'thinking' and problem-solving. If you achieve a good grade, employers will be impressed with your 'well rounded' education. There is a wide range of career opportunities available from Architecture to Teaching.

HOW WILL I BE ASSESSED?

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

EXTRA-CURRICULAR OPPORTUNITIES

- Access to the Art Rooms during lunchtimes is encouraged. (Under teacher supervision).
- After school Workshops are arranged over two or three nights a week.
- Working with Artists in Residence to enhance and develop your work.

WHAT WILL I NEED?

- A sturdy folder, minimum size A2, to keep all your work safely from the start of the course. (Requested in the summer term).
- Basic Art equipment to allow you to work creatively at home.
- Sketchbooks and Work Journals.

QUALIFICATION INFORMATION

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

CONTACT: MRS L ARTHINGTON: HEAD OF ART

OCR Cambridge Nationals Level 2 Certificate

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

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

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

WHAT SKILLS WILL I GAIN?

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

WHAT DO EMPLOYERS THINK ABOUT BUSINESS?

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

Unit R064: Enterprise and marketing concepts

1 hour and 30 minutes written exam – 50%

Mixture of multiple choice questions and short answer questions

Unit R065: Design a business proposal

Centred assessed task (coursework) – 25%

Unit R066: Market and pitch a business proposal

Centred assessed task (coursework) - 25%

QUALIFICATION INFORMATION

- Qualification – Vocational Cambridge National Level 2 Award
- Awarding Body – OCR
- Title – Enterprise & Marketing
- Entry Tiers – Level 2 Distinction*- Pass

CONTACT: MISS A SELDON: HEAD OF BUSINESS

OCR Cambridge Nationals Level 2 Certificate**WHY STUDY CHILD LEARNING & DEVELOPMENT?**

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

WHAT WILL I LEARN ABOUT IN CHILD LEARNING AND DEVELOPMENT?

Learners will develop an understanding of the development of a child from pre – conception to 10 years of age. We will look at various topics surrounding this area such as, Pre-conceptual care, antenatal care, health, safety and diet of the child, play, education and how to provide support for the parent and child.

WHAT ARE SOME OF THE SKILLS I WILL GAIN?

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

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

HOW WILL I LEARN ABOUT THIS SUBJECT?

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

WHAT DO EMPLOYERS THINK ABOUT THIS SUBJECT?

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

HOW WILL I BE ASSESSED?

Unit 1 – Research task

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

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

This is internally assessed and is worth 30% of the final grade.

Unit 2 – Child Study

Learners will work with a child aged up to 10 years old over a period of 4–6 months. During this time the learner will:

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

This is internally assessed and is worth 30% of the final grade.

Unit 3 – Development of the child from pre conceptual care to 10 years

What is assessed?

Factors influencing development pre-conception and during pregnancy

Growth and development

Communication and language development

Learning and play

Education provision (until the end of KS2)

Child health and safety

The role of professionals and voluntary organisations

How it is assessed?

- Written exam: 1 hour 30 minutes
- 80 marks
- 40% of Technical Award

Questions

A mix of multiple choice; short answer and extended questions.

All results are awarded on the following scale:

- Distinction* at Level 2
- Distinction at Level 2
- Merit at Level 2
- Pass at Level 2
- Distinction at Level 1
- Merit at Level 1
- Pass at Level 1 (P1).

CONTACT: MISS J POSTLE HEAD OF ART/TECHNOLOGY FACULTY

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

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

Is this course for me?

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

What is assessed?

Students will be assessed on the following units:

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

How is it assessed?

25% Examination

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

All results are awarded on the following scale:

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

Where Can It Take Me?

Useful for:-

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

CONTACT: MR A ISHTIAQ: TEACHER OF ICT

Pearson EDEXCEL GCSE**WHY STUDY COMPUTER SCIENCE?**

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

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

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

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

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

PROGRAMMING PROJECT

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

WHAT ARE THE SKILLS I WILL GAIN?

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

WHAT DO EMPLOYERS THINK ABOUT COMPUTER SCIENCE?

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

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

HOW WILL I BE ASSESSED?

PEARSON EXAM BOARD: NEW GCSE (9-1) – COURSE: 1CP1 PAPER 1: COMPUTER SYSTEMS

- 50% of the total GCSE
 - 1 hour 40 minutes
 - written paper
 - 80 marks
- Computer Systems – Written Paper

PAPER 2: COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING

- 50% of the total GCSE
 - 2 hours
 - written paper
 - 80 marks
- Computational thinking, algorithms and programming – Written Paper

MANDATORY 20 HOURS PROGRAMMING PROJECT

- 20% of the total GCSE
 - Controlled assessment
 - Approx. 20 hours
 - 40 marks
- Programming tasks that enable candidates to design develop and test a solution to a problem. Pearson set tasks.

CONTACT: MR J DAVIDSON : COMPUTING/ICT

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

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

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

WHAT WILL I LEARN ABOUT IN DESIGN TECHNOLOGY?

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

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

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

The core technical knowledge will consist of the following topics:

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

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

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

- specialist techniques and processes
- surface treatments and finishes

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

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

WHAT ARE SOME OF THE SKILLS I WILL GAIN?

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

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

HOW WILL I LEARN ABOUT THE SUBJECT?

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

WHAT DO EMPLOYERS THINK ABOUT THE SUBJECT?

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

HOW WILL I BE ASSESSED?

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

WRITTEN PAPER (50%)

What is assessed?

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

How it is assessed?

- Written exam: 2 hours
- 100 marks/50% of GCSE

Questions

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

NON-EXAM ASSESSMENT (50%)

What is assessed?

- Practical application of:
- Core technical principles
- Specialist technical principles
- Designing and making principles

How it is assessed?

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

What should students produce?

- Major design and make task

Assessment criteria to include the following:

- investigating
- designing
- making
- analysing and evaluating

QUALIFICATION INFORMATION

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

CONTACT: MISS J POSTLE: HEAD OF TECHNOLOGY FACULTY

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

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

WHAT WILL I LEARN IN THIS SUBJECT?

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

HOW WILL I LEARN IN THIS SUBJECT?

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

You will learn about the following 5 topics:

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

HOW WILL I BE ASSESSED?

To be awarded the Eduqas Level 1/ 2 Certificate in Hospitality & Catering, learners are required to successfully complete four mandatory units.

Unit1

The Hospitality and Catering Industry

Unit 2

Hospitality and Catering in Action

All results are awarded on the following scale:

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

QUALIFICATION INFORMATION

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

CONTACT: MISS R REDMOND: TEACHER OF FOOD

AQA GCSE**WHY STUDY FRENCH?**

French is a language spoken all over the world. There are strong historical, cultural and trading links between Britain and France and at a local level between Bury and Angouleme. It is an official language of the European Union and the United Nations. By continuing with French, you are increasing your career options. In the enlarged European trade market those speaking French, as one of the business languages most in demand will enjoy more opportunities than ever. Please note - you will only be able to opt for French if you are currently studying French in Year 9.

WHAT WILL I LEARN IN FRENCH?

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

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

WHAT ARE THE SKILLS I WILL LEARN?

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

WHAT DO EMPLOYERS THINK ABOUT FRENCH?

Employers are always keen to have someone with knowledge of French working with them. France is one of our most important trading partners in Europe and many British firms have branches in France, just as there are as many French companies investing in Britain. We cannot walk down the main street of any British town today without seeing French brand names: Peugeot, Renault, Dior, Louis Vitton, L'Oreal, Chanel, Total, Michelin, Bic, Citroen, Evian, Activia, Yves Saint Laurent and many more.

HOW WILL I BE ASSESSED?

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

1. **Listening:**

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

2. **Reading:**

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

3. **Speaking**

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

4. **Writing:**

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

QUALIFICATION INFORMATION

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

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

AQA GCSE**WHY STUDY GERMAN?**

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

WHAT WILL I LEARN IN GERMAN?

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

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

WHAT ARE THE SKILLS I WILL LEARN?

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

WHAT DO EMPLOYERS THINK ABOUT GERMAN?

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

HOW WILL I BE ASSESSED?

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

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

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

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

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

QUALIFICATION INFORMATION

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

AQA GCSE

WHY STUDY GEOGRAPHY?

Do you want to study a subject that is modern, stimulating, relevant to your life and practical? A subject in which you will achieve highly? If yes, then Geography is the subject for you! You live in the world, so why not find out more about it! Studying Geography will enable you to find out how the Earth works and the challenges we face in the 21st Century. Geography will give you a passport to understanding the world in which you live. You will get the opportunity to investigate a wide range of topics such as how people live with the threat of natural hazards like tsunamis, and what climate change will mean for you.

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

WHAT WILL I LEARN ABOUT IN GEOGRAPHY?

You will study both Physical and Human Geography topics:

Living with the physical environment – Paper One

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

Challenges in the human environment – Paper Two

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

Geographical applications – Paper Three

- Issue evaluation – A resource booklet is given before the exam to be studied and subsequently for students to answer questions about in the exam. This involves some statistical analysis using maths skills.

- Fieldwork – Two **compulsory** fieldtrips are taken as there is a requirement for students to have conducted both physical and human fieldwork. These are currently to Cleveleys to study coastal management strategies (in year 10) and to Salford Quays for Human Geography to study the urban regeneration which has happened to this former dockland to transform it into a media/culture hub (year 11). *The cost of these trips is low to cover coach transport only.*

WHAT ARE THE SKILLS I WILL GAIN?

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

HOW WILL I LEARN ABOUT THIS SUBJECT?

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

WHAT DO EMPLOYERS THINK ABOUT GEOGRAPHY?

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

HOW WILL I BE ASSESSED?

Paper 1: 35%: Living with the physical environment

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

Paper 2: 35%: Challenges in the human environment

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

Paper 3: 30%: Geographical applications

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

Geographical skills – will be examined in all three papers

QUALIFICATION INFORMATION

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

CONTACT: MRS HUGO : HEAD OF GEOGRAPHY

Pearson EDEXCEL GCSE**WHY STUDY HISTORY?**

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

WHAT WILL I LEARN ABOUT IN HISTORY?

In GCSE History you will learn about Medicine through the ages, from the days of the Black Death to modern treatments for common diseases. You will also focus on Elizabethan England and the Spanish Armada, examine the rise of Hitler and the evil of the Nazi state and investigate the circumstances surrounding the Cold War stand-off between the USSR and the West. These topics have been selected for their accessibility, interest, and relevance to contemporary issues.

WHAT DO EMPLOYERS THINK ABOUT HISTORY?

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

EXTRA-CURRICULAR OPPORTUNITIES

History is a subject that lends itself to field trips to places of historical interest and there is a fantastic opportunity to visit London, as part of which we visit Hampton Court and spend the night on HMS Belfast, a real WWII warship moored in the Thames.

For more able students, an extended reading library is available on request in J7. This will allow students to read beyond the textbook and challenge themselves by augmenting their historical vocabulary. Show My Homework (SMHW), YouTube revision clips and Quizlet flashcards can also be used to extend the learning of all those who wish to push themselves towards the highest possible grades.

HOW WILL I BE ASSESSED?

PAPER 1: Thematic Study and Historic Environment

Option 11: Medicine in Britain, 1250 to the Present Day
30% of total marks
1 hr 15 mins

PAPER 2: Period Study and British Depth Study

This paper is divided into 2 sections:

Section A

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

Section B

Option B4: Early Elizabethan England, 1558-88
40% of total marks
1 hr 45 mins

PAPER 3: Modern Depth Study

Option 31: Weimar and Nazi Germany, 1918-39
30% of total marks
1hr 20 mins

CONTACT: DR J HALL: ASSISTANT HEAD

AQA GCSE**WHY STUDY MUSIC?**

GCSE Music is about making and listening to Music. It covers performing, composing and listening in a wide variety of musical styles – Popular Music, World Music and Classical Music. You will enjoy this course if you want to study a subject that involves performing, listening and composing all kinds of Music. The course will give you the opportunity to play Music with others in for example: Rock Groups, Bands, Orchestra and Choirs.

WHAT WILL I LEARN ABOUT IN MUSIC?

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

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

WHAT SKILLS WILL I GAIN FROM THIS SUBJECT?

At GCSE, a crucial element of study is organisational skills, management of work and extra-curricular activities, in particular, balancing the skills needed to maintain a practical pursuit (playing an instrument, singing) alongside an intellectual (listening, analysing and understanding). GCSE Music also offers opportunities to develop wider key skills in working with others (Taking part in rehearsals, performing).

EXTRA-CURRICULAR OPPORTUNITIES

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

WHAT DO EMPLOYERS THINK ABOUT MUSIC?

GCSE Music is good preparation for further musical study and a solid foundation for the AS/A Levels in Music and Music Technology. You may wish to go into a job where it is useful to have had experience of Music or where you will need to use some of the skills developed during this course. These might include careers in the music industry, Publishing, Entertainment and teaching as a job, which involves communication and expressive skills.

HOW WILL I BE ASSESSED?

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

PERFORMING Music: External Assessment

Candidates are required to perform throughout the course and will two recordings for final assessment; one SOLO performance and one ENSEMBLE performance.

30% of total marks

COMPOSING Music: Controlled Assessment

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

LISTENING Examination Paper: Completed in Year 11

A written exam paper assessing knowledge and understanding of the Areas of study.

40% of total marks

1 hr 30 mins

CONTACT: MR HINDLE: HEAD OF MUSIC

BTEC Level 2 Technical Award**WHAT ARE BTECH TECH AWARDS?**

BTEC Tech Awards are brand new Level 1 and Level 2 qualifications for first teaching in September 2017. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through assignments and tasks (including performance) rather than traditional exams.

WHY CHOOSE A BTECH TECH AWARD IN PERFORMING ARTS?

- Assessed with performance-based tasks and assignments, rather than written exams.
- Content to interest and engage your KS4 performing arts students.
- Planning and teaching made simple: all the support materials you need and a performing arts specialist on hand.

Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

HOW DOES THE COURSE WORK?

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

HOW WILL I BE ASSESSED?**Exploring the Performing Arts**

- Internally assessed assignments
- 30% of the total course

Developing Skills and Techniques in the Performing Arts

- Internally assessed assignments
- 30% of the total course

Performing to a Brief

- Externally assessed task
- 40% of the total course

HOW DOES THE GRADING WORK?

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

Level 2 Distinction* · 108 points

Level 2 Distinction · 95 points

Level 2 Merit · 82 points

Level 2 Pass · 69 points

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

WHAT WILL I GAIN FROM A BTEC TECH AWARD?

Practical, transferable skills

BTEC Tech Awards focus on building skills which will give your students the confidence to progress in whatever path they choose.

A taster of the sector

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

A well-rounded foundation for further study

As they're designed to be taken alongside GCSEs, with a BTEC Tech Award your KS4 students have the opportunity to apply academic knowledge to everyday and work contexts, giving them a great starting point for academic or vocational study post-16, as well as preparing them for future employment.

Recognised by employers and universities

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

QUALIFICATION INFORMATION

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

CONTACT: MR M GAVIN TEACHER OF PERFORMING ARTS

Pearson EDXCEL GCSE

WHY STUDY RELIGIOUS STUDIES?

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

WHAT WILL I LEARN ABOUT IN RELIGIOUS STUDIES?

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

HOW WILL I LEARN ABOUT THIS SUBJECT?

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

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

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

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

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

WHAT ARE SOME OF THE SKILLS I WILL GAIN?

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

EXTRA-CURRICULAR OPPORTUNITIES

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

WHAT DO EMPLOYERS THINK ABOUT RELIGIOUS STUDIES?

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

- Teacher
- Journalist
- Medical Careers
- Social Worker

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

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

HOW WILL I BE ASSESSED?

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

QUALIFICATION INFORMATION

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

CONTACT: DR HALL : ASSISTANT HEAD

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

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

WHAT WILL I LEARN ABOUT IN PHYSICAL EDUCATION?

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

WHAT ARE SOME OF THE SKILLS I WILL GAIN?

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

EXTRA-CURRICULAR OPPORTUNITIES

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

WHAT DO EMPLOYERS THINK ABOUT PHYSICAL EDUCATION?

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

HOW WILL I BE ASSESSED?

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

- The **Theory** Component is assessed by two written examinations: **(60%)**
- The **Practical** Activities are assessed by Controlled Assessment **(30%)**. At the end of the Course students must choose **THREE** activities.
- One must be a **team activity (e.g. football/ netball)**
- One must be an **individual activity(e.g. trampolining/ Athletics)**

- **The final activity can be a free choice.**
- **Personal Exercise programme** internally marked **(10%)**
 - Aim and planning analysis
 - Carrying out and monitoring the PEP
 - Evaluation of the PEP

QUALIFICATION INFORMATION

- Qualification – GCSE
- Awarding Body – EDEXCEL
- Title – Physical Education
- Entry Tiers – One Tier Grade 9-1
- Practical Assessment = 30%
- PEP Assessment = 10%
- Written Exam Papers x 2 = 60%

CONTACT: MR R FAULKNER: HEAD OF PHYSICAL EDUCATION

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

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

CAMBRIDGE NATIONAL IN SPORT STUDIES

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

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

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

Unit R051: Contemporary Issues in Sport

30 GLH

1 hour written paper 60 marks (60 UMS)

OCR set and marked

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

Assesses the quality of written communication.

Unit R052: Developing Sports Skills

The role of official is a type of sports leadership and undertaking this role will help learners to gain an appreciation of many of the skills involved in sports leadership

30 GLH

Approx 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

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

Unit R054: Sport and the Media

Learners may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive and/or negative role models in sport. Contrasting approaches to being a sports leader can be applied through the use of examples from sport

30 GLH

Approx 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

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

Unit R056 Working in the Sports Industry

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

30 GLH

Approx 10 hours internal assessment 60 marks (60 UMS)

Centre assessed and OCR moderated

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

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

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

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

All results are awarded on the following scale:

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

QUALIFICATION INFORMATION

- Qualification – Vocational Level 2 Cambridge National
- Awarding Body – OCR
- Title – Sports Studies
- Entry Tiers – Level 2
- Internal Assessments x 3 = 75%
- Written Exam Paper = 25%

CONTACT: MR R FAULKNER: HEAD OF PHYSICAL EDUCATION

FREQUENTLY ASKED QUESTIONS

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

Ask advice from your teachers.

Which teachers should I ask?

Ask teachers who teach the subjects you are interested in, or your Form Tutor. Other people you could ask include Mrs Redmond, Miss Guirguis and the Careers Advisor, Mr Welch

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

This booklet tells you about each of the courses and who is in charge of each course and who to ask. New subjects will give information in a special assembly.

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

Your parents will be with you at the Options Evening and at Parents Evening. They will talk, with you, to teachers about the subjects on offer. Then you will both know what you are talking about, and, your parents know you better than anyone else.

Do I have to choose what my parents say I do?

The choices should be yours, but parents know you better than anyone. Remember, they do give good advice.

Can I drop any of the subjects in the core?

No. Everyone has to study all the subjects in the core.

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

If you happen to choose the same as your friends, because you share the same interests, that's fine. The important thing is to choose subjects that you are interested in, that you do well in and that you enjoy. You won't necessarily be in the same classes as your friends, even if you choose the same subjects.

Can I change my mind in September?

We put a lot of effort into fitting you into the choices you make and construct the timetable around this. We will be very upset to think that you are making silly decisions based on a whim. Choose because you want to do a subject and you will not want to change.

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

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

What is a vocational course?

Assessment for Vocational courses is different to the GCSE courses, check in this booklet how each of these courses is assessed. Vocational courses encourage you to be a more independent learner and will give excellent preparation for the world of work.

Why do I have to make reserve choices?

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