



Altwood
Church of England School

Key Stage 4

Options

2017 -19

2nd February 2017

Dear Student,

You are now entering a very exciting and important phase in your education. Choosing which subjects to study further at Key Stage 4 is a big decision. This is your first opportunity to tailor your education to match your interests and possible career pathways.

In Key Stage 4 you will study our 'core' subjects of English, maths, science, religious education and physical education. These subjects will equip you with the necessary learning and skills for later life and are vitally important for whatever route you choose to take after Year 11. In addition to these subjects you will get to choose a number of options which you have a genuine interest in learning more about and achieving your full potential in.

Staff will be available on the Options Evening to discuss their subjects. I must encourage you to ask questions about the courses so you fully understand both the content and demands of the courses you are interested in. If you have questions at other times make sure you speak to the staff to ensure that you are fully informed about the choices available to you.

Success at GCSE will create great opportunities for you in the future and now is your chance to be actively involved in making an appropriate selection of courses which will challenge you to achieve your best.

This is the start of the options process and there will be a great deal of information, advice and guidance offered to you. Please take the time to listen and reflect on all that is said. Once you have completed your preference form, you will be supported further with an interview at school to discuss your subject selection.

I hope you have a very useful evening and I look forward to working with you on your journey to success in Year 11.

Yours sincerely



Neil Dimbleby
Headteacher

THE KEY STAGE 4 PROGRAMME OF STUDY

SUMMARY

In Year 10 and 11 every pupil will follow courses in:

- English Language
- English Literature
- Mathematics
- Science Trilogy
- Religious Studies
- Physical Education (non-examination)

Students may express a preference for **three** subjects taken from those listed below:

- Art, Craft & Design
- Business Studies
- BTEC First Award in Business Studies
- Computer Science
- Design & Technology - Product Design
- Drama and Theatre Arts
- Geography
- History
- Media Studies
- Modern Foreign Languages – French and Spanish
- Music
- Physical Education

Your choices:

When thinking about what courses to follow you should:

Consider taking the subjects which interest you the most, as you will study them for two years.

Think about which subjects you are good at, as this could lead to the best final results for you.

Find out which subjects might support you with your future aspirations (you may not know what career you want in the future, that's ok, keep your choices general).

Do not chose a course because you get on with the teacher or your friend has picked it. You may end up with a different teacher and your friend could be in another class.

The English Baccalaureate suite of subjects:

The EBacc was introduced to encourage students to study a broad range of academic subjects. These subjects are often referred to as facilitating subjects and top universities (Russell Group and others) look for students who have followed this pathway.

Subjects which currently count towards the EBacc are:

English, maths, sciences (these are core subjects you will all take these), humanities (history or geography), ancient and modern foreign languages (French and Spanish or own language taken as an additional subject). Computer science can count as a second science. You will need to gain your core subjects plus a humanities and an MFL to achieve this suite of qualifications.

Taking an EBacc subject:

Whilst not all students may wish to follow the full suite of EBacc subjects most students should be taking at least one EBacc qualification amongst their choices, in addition to the core subjects. This will help you achieve the full complement of subjects required to gain the best Attainment 8 and Progress 8 outcomes. You will get more information about this at the presentation.

BTEC Construction:

Some students may be thinking about following this career pathway and may prefer a more practical approach to their study. You will be invited to follow this course if it is thought to be appropriate for you.

Art, Craft and Design

Examination Board: AQA

What is GCSE Art & Design?

In our world we are surrounded by art of many different kinds: signs, symbols, posters, illustrations, decorations, packaging, ceramics, furniture and industrial design, photography, fashion and textiles, as well as paintings and drawings which are meant purely for decoration within our homes and working environments. This course intends to allow students to experience and express a variety of these different art forms and encourages them throughout the course to utilise a variety of different media in order to respond to the given themes.

What the course will cover

Candidates should work in a range of media; submissions should include practical and critical/contextual work in at least two of the following: Fine Art, Textiles, Three-Dimensional Design and Photography. The general approach will always be working from direct observation from primary sources, exploration and research of other artists, designers and crafts workers, idea development and problem solving, experimenting with a range of media and processes, arriving at a finished piece appropriate to intentions.

The course will consist of two components.

Component 1: Portfolio

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

The portfolio must include both:

1 A sustained project developed in response to a theme, evidencing the journey from initial engagement with an idea to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum visits; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation

How it's assessed

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

The qualification will be graded on a nine-point scale: 1 to 9 where 9 is the highest grade.

What is expected of me?

Success in this course requires students who have an artistic ability, but equally important is a willingness to work hard. With great emphasis on coursework it is essential that students are prepared to apply themselves to their work for the whole of the two years. Homework assignments which are designed to encourage the importance of researching other artists' work and practicing skills are set once a week. Although two years may seem a long time, it will go quickly. Consistent hard work will ensure pleasing rewards.

Please do not be fooled into thinking that Art is an 'easy option'. The course requires lots of written work and trips to the library. Although techniques can be taught, the ideas have to come from the student. Students are encouraged to build up their own collection of art materials and some cost will be involved. They will be expected to purchase sketchbooks and folders from the Art Department.

Further information: Contact Mrs J Bullworthy – Head of Art

BTEC First Award in Business

Examination Board: Edexcel

(Equivalent to 1 GCSE – this subject cannot be taken with GCSE Business studies)

A BTEC First Award in Business is a nationally recognised work-related qualification designed to provide students with a choice of routes into further education or employment. The qualification comprises four units; three coursework based and one external assessment.

Course components

Unit 1 Enterprise in the Business World (Internal assessment)

Unit 2 Finance for Business (External assessment)

Unit 3 Promoting a Brand (Internal assessment)

Unit 8 Recruitment and Selection (Internal assessment)

Assessment:

On successful completion of the course students are awarded one of the following:

Level 1 Pass

Level 2 Pass

Merit

Distinction

Distinction *

Entry requirements:

You should have a lively and enquiring mind, have an interest in business and a willingness to explore new ideas as well as communicate ideas effectively. This course will appeal to those who:

- have an interest in business;
- enjoy studying a subject that is relevant to life experiences;
- are interested in developing an understanding of how business influences everyday life;
- wish to build up a qualification by studying individual units;
- enjoy coursework

Progression

Students gaining BTEC First Award in Business will have access to a range of career and further education opportunities. Students can progress to the BTEC Nationals in Business in the Sixth Form.

Further information: Contact Mrs. L Friend – Head of Business Studies

Business Studies

Examination Board: OCR

(This subject cannot be taken with BTEC First award in Business)

Who should study business at GCSE?

Students who have a lively and enquiring mind who have an interest in Business, a willingness to explore new ideas and an ability to communicate these ideas effectively.

The course will appeal to those who:

- Have a keen interest in business and how it operates
- Enjoy studying a subject that is relevant to life and experiences
- Want to find out more about business through personal investigation
- Are interested in developing an understanding of how business work, develop and make a profit
- Want to study a course that is active and enjoyable
- Want to move onto a related career or further education

What will be studied?

Content Overview	Assessment Overview	
<ul style="list-style-type: none">• Business activity• Marketing• People	Business 1: business activity, marketing and people (01) 80 Marks 1 Hours 30 Minutes paper	50% of total GCSE
<ul style="list-style-type: none">• Operations• Finance• Influences on business• The interdependent Nature of business	Business 2: Operations, finance and influences on business (02) 80 Marks 1 hour 30 Minutes paper	50% of total GCSE

Opportunities for assessment:

There will only be one opportunity for assessment in June 2019

Can students develop their full range of skills by doing this course?

As well as covering aspects of business, students will develop a range of transferrable key skills in communication, numeracy, ICT, problem solving, working with others and more.

Progression

Students gaining a GCSE in Business Studies will have access to a wide range of career and further education opportunities. The transferrable skills gained from studying the subject are in great demand and are recognised and highly valued by employers, colleges and universities.

By achieving a good grade in GCSE Business Studies students can progress onto the A level course in sixth form.

Further information: Contact Mrs. L Friend – Head of Business Studies

Computer Science

Examination Board: AQA

Students studying this course will learn Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science, how to create computer programs and how to develop software for a variety of purposes

In addition they will:

- gain an understanding of the fundamental concepts around creating software applications
- have opportunities to work collaboratively.

The assessments for this course are terminal i.e. they must be taken at the end of Year 11 and there are no opportunities for retakes. The course is broken down into two components, an externally assessed examination and internally assessed controlled assessment.

The Examination

Students will sit two papers, these papers must be taken at the end of Year 11 and consist of two 1 hour 30 minute examination papers. They each count for 40% of a student's overall grade. The content of each examination is as follows:

Computational thinking and problem solving	Written Assessment
What's assessed: Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science	What's assessed: Fundamentals of data representation Computer Systems Computer Networks Cyber Security Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

The Non-exam Assessment

The non-exam assessment consists of one task of 20 hours which makes up 20% of a student's overall grade. Different tasks will be provided by the exam board each year and will be set in engaging and relevant contexts, eg gaming, web, mobile phone applications.

The task will comprise of a single project which can be undertaken in a period totalling 20 hours. When completing the task, students must work independently and produce a unique piece of work. Students must program in one of the high-level programming languages available for use in that year's NEA task.

The completed task will generate a:

- program designed, written, tested and refined by the student
- written report

What sort of student will be successful at Computer Science?

Students studying Computer Science will be:

- Able mathematicians.
- Logical thinkers.
- Highly motivated.
- Able to solve problems on their own.
- Have an interest in the latest technological developments

Further information: Mr G Cruttenden – ICT Department

Design and Technology - Product Design

Examination Board: AQA

Currently the GCSE D&T New Specification content is still being finalised ready for final approval. The outline of the course structure is therefore still in draft form but will be running from September 2017:

Course components

This is a two-year GCSE course and like all Design and Technology courses, Product Design combines a theoretical element with practical design-and-make activities. The nature of the final products or three-dimensional outcomes could be fully functioning prototypes or block models. Practical work needs to be well made, creative and constructed to a high level of workmanship.

This GCSE course lays the foundation for our A2 course in Product Design and offers students the opportunity to maximise their creative and problem solving skills in a variety of different materials. These include working with metals, woods, plastics and more compliant materials such as card and paper products.

D&T Product Design GCSE is based on the following:

Written paper	2 hours	40%
Controlled Assessment (project)	45hrs approx	60%

Students will engage in a variety of design tasks that explore and develop their understanding of the world of design and manufacturing. Workshop skills should be of a high level and students will be required to have competent craft abilities. They will gain a sound understanding of production methods and scales of manufacturing.

Students will learn to develop 3D modelling skills in a range of materials and use CAD/CAM techniques to manipulate their designs into realistic prototypes and pieces of high quality work. Good use of ICT is important and the skills to adopt creative and varied presentation skills are very important. You do not have to be good at drawing to study D&T but it helps. Examiners are looking for design skills both on paper and by using CAD drawing packages. This course is ideally suited to students who are practical and creative designers who can realise a design idea, model it and then attempt to make a working prototype.

The controlled assessment occupies the majority of lesson time in Year 11 when students carry out a prescribed design-and-make task under controlled conditions in school time. This is similar to the old style of 'coursework project' but is now completed within a set time limit of 45 hours.

Studying Design & Technology Product Design can be interesting, creative, practical and challenging. It will look to develop good designing, planning and making skills but time management and working to a deadline is a key skill involved in all design-and-make activities.

Student Support

After school sessions are run weekly to support controlled assessment.

Revision Guidance

Details of useful web-sites, key terminologies and revision notes are all available from the Technology department teachers. Students will also receive an AQA endorsed student revision guide and workbook.

www.technologystudent.com or www.BBCbitesize.com

Further information: Contact Mr A Atkinson-Young – Head of Technology

Drama and Theatre Arts

Examination Board: AQA GCSE in Drama

The course offers a wide range of opportunities for students to explore Drama and Theatre through practical work and theoretical study.

Areas of study will include performance skills and techniques, improvisation, group devised work, taking script to performance, the study of set texts and the exploration of technical and design skills. Students will be expected to involve themselves in all areas of study producing practical work that is on par with any written examination.

The course aims to extend self and group awareness, develop critical and social skills, increase confidence in all areas of communication and develop an interest in, and an understanding of, a range of Drama and Theatre experiences.

Students will be expected to demonstrate a knowledge and understanding of practical skills and techniques, respond appropriately to material and organise their responses effectively. Students will also be expected to show sensitivity and awareness whilst working in group situations and demonstrate an appreciation of the style appropriate to the work being undertaken.

The course is very demanding and students will need to commit themselves to practical group work outside of normal lesson times. This will mean after school commitments. Students will also need to be aware of the importance of seeing live Theatre and every effort will be made to ensure that they have opportunities to do so. It is hoped that students taking the course will find it a rewarding experience and an opportunity to develop their confidence and personality, elements much in demand in the current job market.

Course components

Year 10	Learning subject specific skills, techniques, language. Experimenting with form and structure of drama and theatre
Year 11	Examination of the course through a 3 component structure

Assessment Weighting

Component One: Understanding drama

Externally Assessed 40% of overall GCSE

Written exam (80 marks)

Based on the knowledge and understanding of drama and theatre

Study of one set play

Analysis and evaluation of the work of live theatre makers

**Component Two:
Devising drama (Practical)**

Internally Assessed 40% of overall GCSE
Devised performance (20 marks)
Devising log (60 marks)
Process of creating devised drama
Analysis and evaluation of own work

**Component Three:
Texts in practice (Practical)**

Externally assessed 20% of overall GCSE
Performance of two extracts (50 marks)

Student Support

Regular review of student engagement and progress, over and above the usual school reporting cycle. Staff and space available to assist in all aspects of work – booking system in operation.

Visits to theatre venues (local and national) give a broad view of the many facets of drama and performance. Some of these visits are free to students. The course offers engagement in staging performance, both as a performer and as performance support and observation of other students working at a higher level.

Further information: Contact Mrs Nehme – Head of Performing Arts

English Language and English Literature

Examination Board: AQA

English Language

Programme of Study

- Students will complete a linear 2 year course which consists of studying a range of prose, poetry and drama.
- There will be a focus on creative reading and writing, exploring writers' viewpoints and perspectives and a non-examination assessment of Spoken Language (previously known as Speaking and Listening).
- There is no longer coursework – all students will be assessed at the end of the 2 years of study.
- For their terminal examinations, students can expect to study a range of literature: fiction, descriptive/narrative writing, non-fiction texts and writing to present a view point.
- Students will also complete a range of non-examination assessments on spoken language to include: presenting, responding to questions and feedback and use of Standard English.
- Pupils will have a scope of study in things such as: critical reading and comprehension; summary and synthesis; evaluation of a writer's choice of vocabulary; form and grammatical and structural features; comparing texts; producing clear and coherent text and writing for impact.

English Literature

Programme of Study

- Students will complete a linear 2 year course which consists of studying a range of the following: Shakespeare's plays, the 19th century novel, Modern texts and poetry.
- There is no longer coursework/controlled assessments – all students will be assessed at the end of the 2 years of study.
- Students will develop the following skills: literal and inferential comprehension; critical reading; evaluation of a writer's choice of vocabulary; grammatical and structural features; comparing texts; producing clear and coherent text and accurate use of Standard English.

Further information: Contact Mr P. Costelo – Head of English or Mrs V. Kaur (Second in Department)

Geography

Examination Board: AQA

GCSE Syllabus – From September 2016

The AQA Geography course is a new and exciting approach to Geography. It combines traditional Geographical skills and knowledge with the opportunity for students to draw upon their own experiences and use current topical Geography throughout their course. This course has been chosen due to the wide range of up to date, engaging and varied topics. All topics are underpinned by key Geographical Skills. Topics include:

Paper 1 physical geography- “living with the physical environment”

Unit A: Challenges of natural hazards (Earthquakes, tropical storms, Climate Change).

Unit B: Physical landscapes in the UK (Rivers, Coasts, Glaciation).

Unit C: The living world (Ecosystems, Rainforests, Deserts, Sustainability).

Paper 2 human Geography- “challenges in the human environment”

Unit A: Urban issues and challenges (Urban growth in contrasting places).

Unit B: The changing economic world (Wealth and development differences).

Unit C: Issues of resource management (Supplies of water, food and energy).

Paper 3 geographical skills- “geographical applications in issues and fieldwork”

Unit A: Issue evaluation (A pre-release booklet is studied in the lead-up to the exam).

Unit B: Fieldwork (Completion of two pieces of fieldwork in different places).

Unit C: Geographical skills (All exams will use data from maps, graphs and photos)

Examinations – All students will sit the same exam papers. Details for each paper:

Paper 1 Physical geography– 35% (1hour 30mins)

Written exam with some choice of questions.

Paper 2 Human Geography – 35% (1Hour 30 mins)

Written exam with some choice of questions.

Paper 3 Geographical skills – 30% (1 hour) - Written exam using a range of resource materials. Fieldwork activities and findings will be assessed as part of this exam

The most up to date information can be found at:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Is this the right subject for me?

In order to answer this difficult question, ask yourself what you enjoy about the study of geography. Try these questions -

Do I want to learn more about the world I live in?

Do I want to develop skills that will help me in other areas, such as research?

Do I want to work in a team with other students?

Do I want to learn through investigating and doing, as well as listening and reading?

What will I learn?

The world is always changing. Geography gives you the chance to learn about these changes.

Further information: Contact Mr Milne – Head of Humanities

History

Examination Board: AQA

Course components:

Written Examination 100% of overall mark – 2 papers

Paper 1 Germany 1890-1945
 Conflict and tension 1918-39

Paper 2 Medicine through time
 Restoration England

Choosing History:

What's the most interesting thing in the world? Isn't it people? Real people? Well that's what History is about. If you like people, you should like History. Apart from being interesting, History is very useful. Employers who see that you have a GCSE qualification in History know certain things about you. They will know that you have taken on certain key skills which, learnt through History, can be applied to all sorts of other situations. They know that:-

- you can understand how people tick, what motivates them, what they think and feel;
- you are able to gather and read different kinds of information;
- you are able to look carefully at this information and can check it for bias or propaganda;
- you can read maps, graphs and other diagrams;
- you are able to communicate clearly and have learned to express yourself verbally on paper:

History GCSE is a useful, and often necessary, subject for a wide range of careers; for example Journalism, Accountancy, TV Researchers, the Police Force and Lawyers. Even Scientists have to communicate effectively, work with and manage other people! Employers and universities like to see that you followed a balanced course at GCSE. History is an important part of keeping that balance.

Ask yourself the following:

- How else can you make sense of the present unless you have a good understanding of the past?
- How else can you understand why the place where you live looks the way it does?
- How are you going to change the world if you haven't looked at how it got in the state it is in already?
- How are you going to participate in the system if you don't know how it works?
- How will you carry on building up your own set of values without looking at how others have done so in the past?

Answer: By taking History GCSE

Further information: Contact Mr G Milne – Head of Humanities

Mathematics

Examination Board- Edexcel

Maths Content

- There is more content to teach with **harder topics being introduced**.
- There is a **greater emphasis on problem-solving and mathematical reasoning**, with more marks in the GCSE exams being allocated to these higher-order skills.
- The **total examination time is increasing** with all exams taken at the end of the course. This is a change from the two exams which were 45 minutes each to three exams of 1hr 30 minutes each.
- Students will also have to **memorise formulae**.
- There is a **new grade structure from 9 to 1**, with fewer marks at the lower grades and more marks at the higher grades.

For the Foundation tier

- 50% of the paper must be targeted at grades 1, 2, 3
- 50% of the paper must be targeted at grades 3, 4, 5

For the Higher tier

- 50% of the paper must be targeted at grades 4, 5, 6
- 50% of the paper must be targeted at grades 7, 8, 9

Programme of study

The new GCSE has been broken down into **six** main topics and each topic will be assessed at the weightings seen in the table below:

Maths Subject Areas	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		

Exam Structure

Paper 1: Non-calculator	Paper 2: calculator	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed	What's assessed Content from any part of the specification may be assessed	What's assessed Content from any part of the specification may be assessed
<u>Assessment</u> 1 hour 30 minutes written paper 80 marks 33⅓% of GCSE	<u>Assessment</u> 1 hour 30 minutes written paper 80 marks 33⅓% of GCSE	<u>Assessment</u> 1 hour 30 minutes written paper 80 marks 33⅓% of GCSE
<u>Assessment</u> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper	<u>Assessment</u> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper	<u>Assessment</u> A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper

Further information: Contact Mr T Moloney – Head of Mathematics

Media Studies

Examination Board: Eduquas

Media is made up of 60% examination and 40% controlled assessment.

Unit 1: Exploring the Media

Written examination: 1 hour 30 minutes

30% of qualification 60 marks

Section A: Music

This section will assess knowledge and understanding of media language, representation, media industries and audiences.

One stepped question and one two-part question.

Section B: Representations – advertising, video games and newspapers

One question from a choice of two.

Each question will be set on a different media form (advertising, video games or newspapers)

One stepped question based on unseen print-based resource material related to advertising, video games or newspapers.

Unit 2: Understanding Television and Film

Written examination: 1 hour 30 minutes

30% of qualification 60 marks

Section A: Television

One stepped question on media industries and audiences.

One stepped question on media language and representation.

Section B: Contemporary Hollywood Film

One stepped question on media industries and audiences.

One extended response question on media language.

Unit 3: Creating Media

Non-exam assessment

40% of qualification 80 marks

A media production, including individual research and planning, created in response to a choice of briefs set by Eduquas, and applying knowledge and understanding of key concepts.

An individual reflective analysis of the production.

Further information: Contact Mrs M Petherbridge – Media Studies Subject Leader

Modern Foreign Languages

French and Spanish - for students who have already begun to study these languages

Examination Board: AQA

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French and/or Spanish is an excellent choice for you!

Key subject aims

A GCSE in French/Spanish encourages students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of a language should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This course enables students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French/Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

Core content

Students study all of the following themes on which the assessments are based.

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

Assessment

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

GCSE exams in French/Spanish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

Further information: Contact Ms K Schooley – Head of Modern Foreign Languages

Music

Examination Board: Edexcel

This course integrates three components – performing, composing and appraising.

Component 1: Performing – 30% - non-examined assessment

Students perform for at least four minutes' combined duration:

- Solo performance of at least one minute in duration.
- Ensemble performance of at least one minute in duration.

Component 2: Composing – 30% - non-examined assessment

Students compose two compositions, of at least three minutes' combined duration:

- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.

Component 3: Appraising – 40% - 1 hour 45 mins written examination

Students will cover the musical elements, musical contexts and musical language through four areas of study, each containing two set works.

- Section A – Areas of study, dictation, and unfamiliar pieces.
 - Six questions related to six of the eight set works.
 - One short melody/rhythm completion exercise.
 - One question on an unfamiliar piece with questions on its musical elements, musical context and musical language.
- Section B: Extended response comparison between a set work and one unfamiliar piece.
 - One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

The areas of study and set works covered are:

Area of Study 1 – Instrumental Music 1700-1820
<ul style="list-style-type: none">• <i>J S Bach</i> – 3rd Movement from Brandenburg Concerto no.5 in D major• <i>L Van Beethoven</i> – 1st Movement from Piano Sonata no.8 in C minor 'Pathetique'
Area of Study 2 – Vocal Music
<ul style="list-style-type: none">• <i>H Purcell</i> – Music for a While• <i>Queen</i> – Killer Queen (from the album 'Sheer Heart Attack')
Area of Study 3 – Music for Stage and Screen
<ul style="list-style-type: none">• <i>S Schwartz</i> – Defying Gravity (from the album of the cast recording of Wicked)• <i>J Williams</i> – Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Area of Study 4 – Fusion
<ul style="list-style-type: none">• <i>Afro Celt Sound System</i> – Release (from the album 'Volume 2: Release')• <i>Esperanza Spalding</i> – Samba Em Preludio (from the album 'Esperanza')

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages students to: engage critically and creatively with a wide range of music and musical contexts; develop an understanding of the place of music in different cultures and contexts; and reflect on how music is used in the expression of personal and collective identities.

It is recommended that students have peripatetic lessons to aid them with their performance preparation and the ability to read notation would also be advantageous. Students are encouraged to enhance their musical skills throughout the course by taking part in extra-curricular ensembles.

Further information: Contact Mrs. C Carter – Head of Music

Physical Education

Examination Board: OCR

Core physical education

All pupils will have one lesson of core physical education during which they will take part in a wide range of activities following a sport education programme.

GCSE Physical Education Option

All students will follow the **OCR** syllabus which will lead to a GCSE full course certification. An outline of what is studied in the course is shown below. As well as this, students will have the opportunity to enroll on Governing Body awards in Performing, Coaching and Officiating in activities of their choice.

Paper 1: The Human Body and Movement in Physical Activity and Sport

- 30% of the total GCSE
- Written Examination : 1 Hour
- 60 marks
- Overview of Content - Applied Anatomy and Physiology and Physical Training

Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport

- 30% of the total GCSE
- Written Exam: 1 Hour
- 60 marks
- Overview of Content - Socio-cultural influences, Sports Psychology and Health, Fitness and Well-being

Practical Performance in Physical Activity and Sport

- 30% of the total GCSE
- 3 Activities, each activity worth 10% of the qualification
- 60 marks in total, 20 per activity

Performance in Analysis

- 10% of the total GCSE
- Students will analyse and evaluate their own performance and performance of others in an activity from the practical performance list. They will evaluate strengths and weaknesses of performance and produce an action plan.
- It is **absolutely essential** that students play sport on a regular basis for a **club** or attend **extra curricular** clubs and represent the school in competition.

Practical Performance List

Students will be assessed in three activities, at least one game, one individual and one other.

TEAM SPORTS

Association Football	(not five-a-side or futsal)
Badminton	(cannot be assessed with singles)
Basketball	
Camogie	(cannot be assessed with hurling)
Cricket	
Dance	(cannot be used as both a Team and Individual Activity)
Gaelic Football	
Goal Ball	
Handball	
Hockey	(no ice or roller hockey)
Hurling	(cannot be assessed with camogie)
Lacrosse	
Netball	
Powerchair Football	
Rowing	(cannot be assessed with sculling, canoeing or kayaking)
Rugby League	(cannot be tag rugby)
Rugby Union	(can be assessed as sevens or fifteen a side. Cannot be tag)
Squash	(cannot be assessed with singles)
Table Cricket	
Table Tennis	(cannot be assessed with singles)
Tennis	(cannot be assessed with singles)
Volleyball	
Wheelchair basketball	
Wheelchair rugby	

INDIVIDUAL SPORTS

Amateur boxing	
Athletics	
Badminton	(cannot be assessed with doubles)
Boccia	
Canoeing	
Cycling	(Track or road cycling only)
Dance	(cannot be used as both a Team and Individual)
Diving	(platform diving)
Equestrian	
Golf	
Gymnastics	
Kayaking	(cannot be assessed with sculling, canoeing or rowing)
Polybat	
Rock Climbing	(can be indoor or outdoor)
Sculling	(cannot be assessed with kayaking, canoeing or rowing)
Skiing	(must take place on snow - can be indoor or outdoor. cannot be assessed with snowboarding)
Snowboarding	(must take place on snow but can be indoor or outdoor. cannot be assessed with skiing)
Squash	(cannot be assessed with doubles)
Swimming	(cannot be synchronized)
Table Tennis	(cannot be assessed with doubles)
Tennis	(cannot be assessed with doubles)
Trampolining	

Further information: Contact Mrs. C Gennery – Head of Physical Education

Religious Studies

Examination Board: AQA

All students in Year 10 and 11 follow a GCSE Full Course in Religious Studies Specification A (2016). This course provides a valuable foundation for a wide range of careers where an understanding of people is required and is an excellent pathway to those wishing to continue this subject into further and higher education.

The course aims are for students to:

- Enhance their spiritual awareness and moral development and contribute to their health and well-being;
- Enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion;
- Develop their interest in and enthusiasm for the study of religion, and relate to the wider world;
- Reflect on and develop their own values, opinions and attitudes in light of their learning.
- Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.
- Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.
- They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Course Components and assessment

100% externally assessed through examinations.

Two written exams: 1 hour 45 minutes each

96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) on each paper

50% of GCSE- Component 1: The study of religions: beliefs, teachings and practices (Christianity and Islam)

50% of GCSE- Component 2: Thematic studies

Students will study the four following topics:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

All examinations will be taken at the end of Year 11.

What are the advantages of studying Religious Studies at GCSE?

This course is of value as a preparation for both the world of work as well as most university/college courses since it encourages a lot of background thinking and increases insight into a whole range of subject areas.

The skills developed are a great help in preparing for the research, essay writing and conceptual analysis inherent to further education in a wide range of subjects. Business Studies, the Social Sciences, the Humanities, and many Art and Science courses are good instances. In addition, students considering those jobs which involve research, decision making or personal relationships, would benefit greatly from the course. It is a course which enables the student to weigh arguments and support individual opinions – an invaluable asset in life.

Further information: Contact Miss K. Dargue - Head of Department or Mr G Milne – Head of Humanities.

Science

Examination Board: AQA

GCSE in Year 9

Students start their GCSE course in Year 9. Students benefit from the additional time when completing the course over three years as it allows ample time for both practical work and intervention in key topic areas.

Programmes of Study

Students have two pathways open to them. Students can either follow the traditional "double science" option called Combined Science or the separate sciences option of Triple Science. Some students will be guided to follow the triple science route and achieve GCSEs in Biology, Chemistry and Physics. The decisions regarding which route is the most suitable for an individual student will be made at the end of Year 10 and be based on progress through the course up to that point and exam data. The double science route gives students preparation for further study in sixth form and also a great breadth of scientific knowledge. The Triple Science courses are not only excellent preparation for AS or A levels but enable students to be stretched and challenged.

Course	Assessment	Details
AQA GCSE Combined Science Trilogy (8464)	Biology Paper 1 – 1hr 15Min Biology Paper 2 – 1hr 15Min Chemistry Paper 1 – 1hr 15Min Chemistry Paper 2 – 1hr 15Min Physics Paper 1 – 1hr 15Min Physics Paper 2 – 1hr 15Min Practical Endorsement (assessed in lessons over the duration of the course)	Each exam has 70 marks available and makes up 16.7% of a student's final grade using the 1-9 grading system. Students can be entered into foundation or higher tier papers.
GCSE Biology (8461) GCSE Chemistry (8462) GCSE Physics (8463)	Biology Paper 1 – 1hr 45Min Biology Paper 2 – 1hr 45Min Chemistry Paper 1 – 1hr 45Min Chemistry Paper 2 – 1hr 45Min Physics Paper 1 – 1hr 45Min Physics Paper 2 – 1hr 45Min Practical Endorsement (assessed in lessons over the duration of the course)	Each exam has 100 marks available and makes up 50% of a student's final grade using the 1-9 grading system. Students can be entered into foundation or higher tier papers.

Biology	Chemistry	Physics
Cell biology	Atomic structure & the periodic table	Forces
Organisation	Bonding, structure and the properties of matter	Energy
Infection & response	Quantitative chemistry	Waves
Bioenergetics	Chemical changes	Electricity
Homeostasis & response	The rate & extent of chemical change	Magnetism & electromagnetism
Inheritance, variation & evolution	Organic chemistry	Particle model of matter
Ecology	Chemical analysis	Atomic structure
	Chemistry of the atmosphere	
	Using resources	
	Energy changes	

An understanding of scientific phenomena is important so that students are able to appreciate how the world around them works. Many of the problems facing society in the 21st century will require a thorough understanding of key scientific concepts and ideas. Science equips students with the skills to analyse data and separate fact from opinion, allowing students to make better and more informed judgements.

Support Offered

GCSE students are offered regular revision sessions. The Science Department also has a supply of discounted revision guides that may be purchased.

Further Information: contact Mr N Arnold – Head of Science
Mr I Cartwright – Deputy Head of Science

KEY STAGE 4 OPTION CHOICES FOR SEPTEMBER 2017

Student Name: _____

Tutor Group: _____

Preferred Choices

Choose 3 subjects and write them in the space below. Please keep the information about the EBAC suite of subjects and taking an EBAC subject in mind when making your choices. To make sure that you have discussed your choices with the relevant teacher(s), please ensure that they have signed off your subject choice.

	Subject	Teacher sign off
1 (EBacc subject if applicable)		
2 (EBacc subject if applicable)		
3		

Reserve Choices - Choose 2 reserve choices.

	Subject	Teacher sign off
R1		
R2		

If you are fluent in another language and would like to consider taking it as an additional GCSE please indicate this here: _____

We will do our best to give you your first choice subjects, but it is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or numbers of teachers available. If very few students opt for a subject it may not be possible to run it. If we are not going to be able to offer you your first choice subject, Miss Brittain, Deputy Headteacher will meet with you individually to explain why and work out the best alternative.

What do you want to do in the future?

If you have an idea about your future career, areas you might like to work in or further study please let us know in the box below so that we can check that you have chosen the right courses to help you progress this ambition.

Please return this form to student reception by Friday 10th February 2017

Signed: _____ (parent / carer)