



Altwood
Church of England School

Key Stage 4

Options

2018 - 2020

7 March 2018

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
- Construction & The Built Environment
- Design & Technology - Product Design
- Geography
- History
- Health & Fitness V Certificate (need to add to booklet)
- Media Studies
- Modern Foreign Languages – French and Spanish
- Performing Arts
- 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 choose 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. However if you would like to express an interest in following this course please do so on the options form.

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 4 Principles of Customer Service (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 Mr R Dannell – Head of Business and ICT

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 Mr R Dannell – Head of Business and ICT

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 50% 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 but does not count towards student's overall grade. Different tasks will be provided by the exam board each year and will be set in engaging and relevant contexts, e.g. gaming, web, mobile phone applications.

The task will comprise of a single project which can be undertaken in a period totaling 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: Contact Mr R Dannell – Head of Business and ICT

Construction & The Built Environment

Level 2 BTEC

Construction is the creation of the built environment. It is everything around us that is human-made such as houses, roads, sports stadiums and airports.

This BTEC Level 2 pathway is ideal if you are looking to begin a career in construction or civil engineering and for students wishing to work in the construction industry.

BTEC Level 2 Construction & the Built Environment allows students the chance to experience a range of craft construction, building services and engineering activities potentially progressing to study programmes in either construction, electrical installation, plumbing or bricklaying. The practical aspects of the course are taught with the support of SATRO.

In addition to the vocational learning, students are able to develop their literacy, numeracy and employability skills to match the requirements demanded by industry and further education.

Assessment Information:

There are 4 Units that make up your Level 2 award

- | | |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit1 | Construction Technology (1 hour external paper) <ul style="list-style-type: none">▪ To understand about the structural performance of buildings▪ Explore how sub structures are built▪ Explore how superstructures are constructed |
| Unit2 | Construction and Design <ul style="list-style-type: none">▪ Construction industry PowerPoint presentation submission▪ Developing a design for a low rise building submission▪ Ideas produced for a low rise building |
| Unit3 | Scientific and Mathematical applications for construction
Presentation on how forces and temperatures affect construction materials
Solve a mathematical construction problem submission |
| Unit7 | Exploring Brickwork and Blockwork principles <ul style="list-style-type: none">▪ Build a cavity wall▪ Explain the tools and health and safety considerations when building |

Further information: Contact Mrs J Bullworthy – Head of Art or Mr A Atkinson-Young- Head of Sixth Form

Design and Technology

Examination Board: Eduqas (part of WJEC)

What is GCSE Design Technology?

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

What the course will cover:

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

The course will consist of two components:

Component 1: Design and Technology in the 21st Century Written examination

A mix of short answer, structured and extended writing questions assessing candidates knowledge and understanding of:

Technical principles
Designing and making principles
5 core

Along with their ability to
Analyse and evaluate design decisions and wider issues in design and technology.

How it's assessed:

- Written examination: 2 hours
- 100 marks
- 50% of GCSE

Component 2: Design and make task.

A sustained design and make task, based on a contextual challenge set by WJEC assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

How it's assessed

- NEA: approximately 35 hours
- 100 marks
- 50% 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 understanding of Maths and ICT, but equally important is a willingness to work hard. With 50/50 balance given to the practical element and the written paper, students will need to be able to both manage their time to complete deadlines when making and designing as well as demonstrate the ability to analyse, evaluate and retain knowledge for the written paper. Homework assignments will be designed to encourage students to revise knowledge and understanding 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 technology Design is an 'easy option'. The course requires lots of revision and an ability to write extended long answered questions. Skills and techniques will be taught, but ideas for solving problems and understanding the world of product design have to come from the student.

Further information: Contact Mrs J Bullworthy – Head of Art, Design and Technology

English Language

Examination Board: AQA

GCSE English Language is a core subject which will encourage students to develop skills to be able to read fluently and write effectively. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Student will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

GCSE English Language will develop student's ability to demonstrate confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

Course Overview

Over a two year programme, students will develop their literary skills which will then be examined across two different papers. Paper 1 will examine Explorations in creative reading and writing and Paper 2 will cover writer's viewpoints and perspectives.

For Paper 1, students will be able to accurately read and interpret a fictional text alongside developing skills which will enable them to write narratively or in a descriptive way in response to a given stimulus.

For Paper 2, students will be expected to interpret different non-fiction texts alongside writing to present a viewpoint.

Across the course, students will develop their ability to write in different styles understanding the conventions and structures of each style.

Students will undertake a separate spoken language component which will be assessed and reported on but does not form part of a student's overall grade. This component will support student's development of presentational skills alongside the ability to be able to respond to questions and feedback.

Assessment Overview

Students will be assessed across two examinations which make up 100% of the overall grade. The spoken language component must be completed for a student's grade to be awarded, but does not form and weighting of the overall grade awarded.

Paper 1

A written exam: 1 hour 45 minutes

- 80 marks
- 50% of GCSE

Section A: Reading

- one literature fiction text
- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Section B: Writing

Descriptive or narrative writing

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2

Written exam: 2 hour 15 minutes

- 80 marks
- 50% of GCSE

Section A: Reading

- one non-fiction text and one literary non-fiction text
- 1 short form question
(1 x 4 marks)
- 2 longer form questions
(1 x 8, 1 x 12 marks)
- 1 extended question
(1 x 16 marks)

Section B: Writing

- writing to present a viewpoint
- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non examination assessment: Spoken language

- teacher set throughout course
- marked by teacher
- separate endorsement
(0 % weighting of GCSE)

Further information: Contact Mrs R Nehme - Head of Faculty, English and the Arts or Mrs S Slope - Raising Standards Leader for English.

English Literature

Examination Board: AQA

GCSE English Literature is a core subject which will encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Course Overview

Over a two year programme, students will study a range of literature around key themes which will then be examined across two different papers. Paper 1 will examine Shakespeare and the 19th Century Novel and Paper 2 will cover modern texts and poetry.

For Paper 1, students will have the opportunity to explore a Shakespeare play such as Macbeth or Romeo and Juliet. Alongside this they will analyse a 19th century novel from an author such as Charles Dickens.

For Paper 2, students will explore modern texts and poetry which can include a play or modern prose such as Blood Brothers or An Inspector Calls. Students will also explore a range of poetry including learning how to tackle unseen poetry in an exam setting. Students will be able to analyse language techniques and features alongside examining the intentions and hidden meanings within these texts.

Assessment Overview

Students will be assessed across two examinations which make up 100% of the overall grade. Students will be expected to learn key quotations off by heart as both examinations are closed text.

Paper 1

A written exam: 1 hour 45 minutes

- 64 marks
- 40% of GCSE

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2

Written exam: 2 hour 15 minutes

- 96 marks
- 60% of GCSE

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

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

Further information: Contact Mrs R Nehme - Head of Faculty, English and the Arts or Mrs S Slope - Raising Standards Leader for English.

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 G Milne – Head of Humanities

Health and Fitness V Cert

Exam Board: NCFE – Level 2 Certificate in Health the Fitness

This qualification is designed for learners with an interest in health and fitness. It provides learners with experience of using different training techniques and methods to enable them to use within further education or apprenticeships. It will also provide them with the opportunity to develop and experience their own fitness programme.

Unit 01

Principles of Health and Fitness. Internally assessed portfolio of evidence.
Taught and assessed in Year 1.

Unit 02

Healthy Lifestyles. Internally assessed portfolio of evidence.
Taught and assessed Year 2.

Unit 03

Preparing and planning for health and fitness. Externally set and marked assessment paper. Taught in Year 1 and Year 2, assessed in Year 2.

Unit 04

Develop a personal health and fitness programme. Internally assessed portfolio of evidence. Taught and assessed in Year 1.

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

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

Examination Board: WJEC Eduqas

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

The WJEC Eduqas specification offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. It introduces them to a theoretical framework for analysing the media, which also underpins study of the media at AS and A level. Although the specification focuses predominantly on the contemporary media, this is contextualised and enhanced through the exploration of significant products from different historical periods. Through studying both established and evolving media forms, learners will gain a real awareness of the role of the media in society and culture. The study of a range of rich and stimulating media products is central to this specification, working from the product outwards to develop appreciation and understanding of the media. Learners will draw on their existing experience of the media, but will also extend their appreciation and critical understanding through the study of products with which they may be less familiar, including products for different audiences. Choice is an important part of the specification, enabling teachers to select the most appropriate, relevant and engaging products for study for their learners in Component 2.

This specification also recognises the fundamental relationship between theoretical understanding and practical work, providing learners with exciting opportunities to develop media production skills. Learners will apply and develop their knowledge and understanding of media language and representation in relation to media forms and products, and become creators of meaning themselves. Learners will be offered a choice of briefs and forms within which to work, enabling them to explore and pursue their own media interests.

Assessment Weighting

Component One (Written examination) **Exploring the Media** **40% of overall GCSE**

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

There are **two** questions in this section:

- **One** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- **One** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form.
 - o Part (a) is based on media contexts.
 - o Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses **two** of the following media forms: film, newspapers, radio, video games.

It includes:

- **One** stepped question on media industries

- **One** stepped question on audiences.

Component Two (Written examination)

Understanding Media Forms and Products

30% of overall GCSE

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

Section A: Television

- **One** question on **either** media language **or** representation, which will be based on an
- extract from **one** of the set television programme episodes to be viewed in the examination
- (reference to relevant contexts may be required)
- **One** question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- **One** question on **either** media language **or** representation (reference to relevant contexts
- may be required)
- **One** question on media industries, audiences or media contexts.

Component Three

Creating Media Products

30% of overall GCSE

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

The briefs will always specify the intended target audience, as well as other key requirements such as genre/style.

E.G Advertising and Marketing: Film

- Print-based marketing material for a new film.

In order to ensure that an undue amount of time is not spent on the production, all phases of the production – aims, research and planning and the production itself – should be completed over a period of no longer than **twelve** weeks.

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.

Further information: Contact either Mrs M Petherbridge -Teacher of Media or Mrs R Nehme - Head of Faculty for English and the Arts

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

Performing Arts

At Altwood Church of England School we strive to be able to provide an arts curriculum offer that best meets the needs of our students. With this in mind, we have three potential pathway routes for the Performing Arts area which are outlined below. The final offer will be determined based on an indication of student preference along with an analysis of which course best serves the profile of the learners who have selected to study this pathway route.

GCSE 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.

GCSE Music

Examination Board: Edexcel

GCSE Music aims to engage students in music making and project planning, providing a real focus on creativity and performance skills. The course will widen students understanding and appreciation of the world of music through interesting studies of particular genres and in depth studies of particular set works.

Students who opt for Music are expected to play an instrument or sing. You do not have to be able to read music notation to take this option, however a degree of security with this would be a benefit.

The course is split into three core areas:-

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

- *S Schwartz* – Defying Gravity (from the album of the cast recording of *Wicked*)
- *J Williams* – Main title/rebel blockade runner (from the soundtrack to *Star Wars Episode IV: A New Hope*)

Area of Study 4 – Fusion

- *Afro Celt Sound System* – Release (from the album 'Volume 2: Release')
- *Esperanza Spalding* – Samba Em Preludio (from the album 'Esperanza')

Component 1 and 2 are completed in controlled time. These are marked internally and externally standardized. Component 3 is an examined unit where students will undertake a listening and appraising examination.

Technical Award in Performing Arts

A technical award are brand new qualifications designed to complement GCSEs but provide a more vocational context in which to explore the subject area. Student's studies are designed to provide a glimpse into a professional sector and are assessed through assignments and tasks (including performance) rather than traditional examinations. A technical award carries the same equivalency to a GCSE as a Level 2 qualification and students are graded from a Level 1 Pass to a Distinction * which matches the GCSE grading scale.

A technical award in performing arts could follow either the Pearson BTEC Tech Award Specification or the AQA technical award in performing arts. The specification would be finalised based on the formalisation of this particular curriculum pathway.

Course Overview

A technical award is broken down into different components. The BTEC tech award in Performing Arts has three components for example which form the overall structure of the qualification:-

Component 1: Exploring the Performing Arts

Component 2: Developing Skills and Techniques in the Performing Arts

Component 3: Performing to a brief

Components 1 and 2 are internally assessed through assessments tasks and component 3 is externally assessed through responding to a brief set by the exam board.

Component 1 aims to provide students with a snapshot of life as a performing artist to include the roles of an actor, dancer or musical theatre performer. Through this component students will explore performance styles, creative intentions and investigate how practitioners create and influence what is performed. They will discover more about the roles, skills, techniques and processes.

In component 2, students will develop their own skills and techniques in their chosen discipline of acting, dance or musical theatre. They will take part in workshops and rehearsals, developing their specialist skills and learning more about the wider nuances of their chosen discipline, such as musical theory and musicianship or different acting styles. These skills are then applied in performance and aim to imitate an experience of a performing artist.

Component 3 is where students have to consider how practitioners adapt their skills for different contexts. Through responding to a brief set externally by the exam board, students will develop and devise their own response which will be developed and then performed to a chosen audience.

Assessment Weighting:

Component 1 and 2 are internally assessed and each carry 30% weighting of a candidates overall grade. The assignments will be personalised to each different context and allow locally relevant scenarios to be included to provide a relevant feel for learners. Example assignments could include tasks to respond to a live performance through writing a critical review or taking part in live workshops to develop technical and interpretive skills.

The externally set brief for Component 3 will act as a springboard for students to consider their own response. An example could be "You have been asked by a local council to contribute to the opening of

a new community centre with a performance around the theme of Time changes everything.” Students can respond to this stimuli through their own specialist disciplines.

Further information on any of the above courses: Contact Mrs R Nehme - Head of Faculty, English and the Arts

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 Specification A

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 E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

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 Social Sciences

Science

Examination Board: AQA

Introduction

The science programme of study for Key Stage 4 allows the science department to offer a wide range of qualifications relevant to all learners. The aim of the Science Department is not just to equip future scientists, but also to expose students to science that is relevant to everyday life.

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

In Year 10 and Year 11 students will follow one of two pathways for GCSE Science.

For the majority of students the Combined Science Pathway will be the most appropriate. Students taking Combined Science will still have lessons in Biology, Chemistry and Physics. They will sit six 1hr 15min exams at the end of the course and these will be averaged to give them two grades at GCSE. Some students will follow a Triple Science (or Separate Sciences) pathway. Students that follow this pathway will still sit six exams at the end of the course, but they will be longer, 1hr 45mins and students will gain three separate GCSE grades for each of the Sciences.

There are distinct advantages for both courses. Combined Science allows students to experience a broad range of scientific learning and maximise their two Science grades at GCSE. Students taking this pathway still have the option of taking Sciences at A-Level if their grades meet the entry criteria. Triple Science has extra subject content and this added challenge is excellent preparation for those that are either aiming to achieve the very highest grades or certain that they wish to pursue one or more of the sciences at A-Level. Maths is a really important element of both Combined Science and Triple Science, but as a result of the added demand of the Triple Science course, a very strong grounding in Maths is essential.

We will guide students towards the best pathway for them so that they can achieve the best overall grades possible at the end of the GCSE course. Students currently in 9x/Sc1 and 9y/Sc1 will sit an exam before the Easter holiday on the GCSE subject content they have already covered. The results of this exam and the unit exam results, both in Science and in Maths will be used to determine which pathway is best for each student.

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	

Why study science?

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