

COTTENHAM VILLAGE COLLEGE



YEAR 9

PREFERENCES

A GUIDE TO THE  
KS4 CURRICULUM  
2019 - 2021





# INTRODUCTION

*'Through aspiration and endeavour, we flourish'*

Dear Pupils,

As you receive this booklet, you are starting a crucial stage of your educational career and will be making some very important decisions that will affect what you will study at KS4 and beyond. Decisions taken today can keep doors open to you and develop your aspirations - to aspire to go to university, to aspire to contribute to society, to aspire to the best of professions - and help you do justice to your potential, making your family and yourself proud.

At Cottenham Village College, we believe that all pupils can aspire to great things, including having the option to attend university. Those aspirations must be facilitated by a balanced curriculum - having balance ensures that you do not close doors too early. Meeting those aspirations requires hard work, focus and dedication. It also requires that you keep your options open so that you can change your mind.

Over the next two years, you will work with commitment and we will expect you to achieve exceptionally well so that you grow into adults who can enjoy fulfilling lives. We want you to be well prepared for adult life, have an interest in the world around you and be ready to contribute. We want you to be able to enjoy the greatest works of literature, to appreciate the beauty of mathematics and to be fascinated by the scientific discoveries that humans have made. These are examples, but we also want you to be engrossed in the stories of history, be creative in playing and producing music or great pieces of drama, and to enjoy art galleries and modern culture. We want you to understand the world - its geography, the awe of languages and linguistics, the fascinating development of the world's religions - and participate in it by designing and making things in design technology or computer science. We want, and I hope your parents want, *the inside of your head* to be an interesting place to be and we want you to be an interesting person to know. And yes, we want you to achieve superb results and have a great life, including being financially secure.

Some of the subjects referred to above are part of the 'core curriculum', and everyone studies them. Some of them you are able to select and you have decisions to make about which you would prefer to study. For some pupils, you may know what you want to do in the future. You may even know which course you want to study at university. You may find selecting your courses quite easy. For others, you may have no idea what you want to do, or even if you want to go to university. Both of these situations are fine. In both cases, please reflect on whether, in selecting your preferred courses to study, you are ensuring doors are kept open so that when you are 16 or 18, or even later in life, you can change your mind or change direction. It is about getting yourself into a position of choice and opportunity for the future.

Please be reassured that your life is not mapped out from this day. Which courses you study is important, but we have designed a process that ensures that you can maintain the balance. The college is here to support you; receiving this booklet and reading it thoroughly is just a small part of the extensive work we are doing to ensure that you are fully prepared for these decisions and for Key Stage 4.

Please listen to everything that is said in assemblies, at parents' evening, at preferences evening and by your teachers and parents. Together, we will ensure the subjects you study over the next two years are the right ones.

Best wishes,

**Miss Helen Cassady**  
**Principal**

# The KS4 Preferences Process

## ***'Eyes on the Prize'***

Friday 18 January

*Eyes on the Prize* is an event focused on supporting pupils with their GCSE Preferences by helping them find out more about what happens after KS4.

## **Preferences Presentations to Pupils**

Wednesday 23 January & 28 January to 1 February

There will be special assemblies and events in classes to help pupils understand the subjects on offer. Pupils will need to listen carefully and ask questions in order to become fully informed about the subjects on offer.

## **KS4 Preferences Evening**

Thursday 24 January, 6.00-7.30pm

There will be a series of short presentations about changes to GCSEs, the courses available, how to make selections and how the process works. There will also be an opportunity to ask questions and meet subject teachers. Pupils will need to attend this event with parents, since it will be an ideal opportunity to find out about the individual subjects.

## **Year 9 Parents' Evenings**

Thursdays - 7 & 14 February, 4.30-7.30pm

This will be an opportunity to talk to subject teachers about your son's/daughter's progress as well as ask questions that may help further inform their selections for preferred courses for Key Stage 4.

## **KS4 Preferences Form Deadline**

Friday 8 March

This is the final deadline for making your preference - all forms must be returned to your tutor by this date (although these can be handed in earlier).



# The KS4 Curriculum

The Key Stage 4 curriculum is comprised of two sections: the 'core' subjects, which everyone studies, and 'optional' subjects, from which you will select your preferences.

## Core Subjects

These subjects are compulsory and are studied by all pupils.

## 'Preference' Subjects

All pupils need to choose **four 'first choice'** preferences. Pupils must choose at least one of the following as one of their preferences: geography, history or a modern foreign language.

Pupils will also need to select two **reserve** preferences. This is in case a pupil's first choices cannot be accommodated.

Once all preferences forms are in and have been checked, we will analyse all the requests carefully and try to accommodate as many first-choice preferences as possible. **Please be aware that it is never possible to offer all the possible combinations of subjects** that pupils request and a small number of pupils may be disappointed that they cannot study all their first choice preferences. This happens because:

- It is not possible to create a timetable to suit all the choices made
- Not enough pupils chose the subject for the course to run

Forms must be **completed and returned to your form tutor by Friday 8th March 2019**. They will then be checked by members of the senior leadership team. All pupils will also have a short interview with a member of staff to help ensure that pupils have made fully informed, appropriate selections.

## Core Subjects:

- English Language
- English Literature
  - Mathematics
- Science (combined)
  - PE
- PSHE/Careers & Guidance

## We expect the majority of pupils to choose both:

- a Modern Foreign Language  
*and*
- Geography or History

## 'Preference' Subjects:

- Art & Design
  - Business
- Computer Science
  - Construction
    - Dance
- Design & Technology
  - Drama
- Food Preparation & Nutrition
  - French
  - Geography
  - German
- Hair & Beauty
  - History
  - IT/iMedia
  - Music
    - PE
- Religious Studies
  - Separate Sciences (Biology, Chemistry, Physics)
  - Spanish

## Balance

Pupils should aim to choose subjects from a range of curriculum areas, ensuring a broad and balanced curriculum overall. This will help you to keep your future options and aspirations open. The following points may help your decision making:

DO choose a course because:

- It gives you a good balance of subjects across the curriculum
- You enjoy the subject
- You are good at the subject
- You are aspirational and want to keep future options open
- It will help your future beyond Cottenham Village College
- You are fully informed about the subject and know what to expect
- The “Gold Standard” EBacc is something you want to achieve.

DO NOT choose a course just because:

- Your friends have chosen it - it may not be right for you
- You like (or don't like) a particular teacher - you may have a different one next year
- The subject is 'new' and you thought that would be more interesting - find out more about it first.
- You think it will be 'easier' - all GCSE are demanding in their own ways

Form tutors, senior teachers, subject teachers, the senior leadership team and Mrs Scully (Careers Co-ordinator) are all here to help and can offer advice.



## About the Ebacc

The English Baccalaureate (EBacc) is a performance measure for schools, which helps to provide a snapshot of how well the school is doing. It is not a qualification for pupils, but a measure of their success across a core of academic subjects.

Where pupils have achieved a grade 5 or above in all the following subjects they are said to have 'passed' the EBacc:

- English or English Literature
- Mathematics
- Two sciences (either Combined Science or two of Physics, Chemistry, Biology and Computer Science)
- History or Geography
- A Modern Foreign Language

These subjects are those most regularly asked for by colleges and universities - worth bearing in mind when pupils are choosing which options to take. Although pupils do not need to have studied all of these to go on to higher education, having a mix of subjects geared towards the EBacc will help keep their options open.

The government has set a target of 90% of pupils taking the EBacc. This means that an increasing number of pupils, against whom CVC pupils will be competing in future, will be taking this selection of subjects. Therefore, we strongly advise pupils take at least one of the 'humanities' options and one modern foreign language.

# PREFERENCE SUBJECT CHOICES

The table below indicates the range of subjects we hope to offer in next year's curriculum. You must select **FOUR** first choice preferences and **TWO** reserve preferences. In order to guarantee that you qualify for the EBacc, you must include **BOTH** a humanities subject (geography or history) **AND** a modern foreign language (French, German or Spanish) in your first choice preferences. Whilst it is our aim to ensure that as many pupils as possible can study their first choice preferences, we cannot guarantee that all pupils will get their main three preferences.

<b>KS4 Preference Subjects</b>	
BLOCK A. You must select ONE of the following subjects as your 'first choice' preference.	BLOCK B. Please select ONE of the following subjects as your second main preference (do not select the same as you did for Block A); please also select one reserve subject.
French Geography German History Spanish	French Geography German History Spanish Construction Design & Technology Hair & Beauty
BLOCK C/D. Please select TWO preferences from the following subjects (do not select the same as you did for Block A or B); please also select one reserve subject.	
Art & Design Business Computer Science* Design & Technology Drama Food & Nutrition	French** IT/iMedia* Music PE Religious Studies Separate Sciences (Biology, Chemistry, Physics)

\* You cannot choose both Computer Science and IT Certificate (or two vocational options)

\*\* Requires a one-hour after-school lesson per fortnight

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# CORE SUBJECTS



# ENGLISH

## A Core Subject

### The Course

At Cottenham Village College, in English, the exam board that we follow is AQA and pupils take English Language GCSE (specification 8700) and English Literature GCSE (specification 8702). This means that throughout Key Stage 4 pupils are working towards two separate GCSEs and receive two separate GCSE grades, one for each discipline.

### English Language (AQA - 8700)

This GCSE is linear and assessed entirely through examinations at the end of Year 11: 100% of the grade comes from exams, there is no controlled assessment at all. There are no tiers for the new English Language GCSE - all pupils will sit the same exam papers. There are two exam papers for this qualification, both are 1 hour and 45 minutes long.



Paper 1 has a focus on fiction texts: section A tests pupils' reading and comprehension skills. They will be given a challenging extract from a respected piece of modern literature (20th/21st century). Pupils will answer four questions on this text, with each question increasing in difficulty. The reading section will test pupils' ability to analyse how language and structure has been employed by a writer for deliberate effect and it will also test pupils in their ability to read implied meaning and to evaluate. Section B is the writing element of this paper: pupils will be asked to write a piece of creative writing (either descriptive or narrative) - they will need to carefully craft their writing using language features, imagery and an extensive vocabulary for effect. Spelling, punctuation and grammar is awarded a separate mark for this section of the paper. Each section on the paper is worth 25% of the final GCSE, with this paper worth 50% of the overall final grade awarded.

Paper 2 has a focus on non-fiction texts: section A tests pupils' reading and comprehension skills. They will be given two challenging extracts of non-fiction: one will be modern, the other a nineteenth-century text. Pupils will answer four questions on this text with each question increasing in difficulty. The reading section will test pupils' ability to compare two texts, to analyse how language and structure has been employed by writers for deliberate effect and it will also test pupils in their ability to read implied meaning. Section B is the writing element of this paper: pupils will be asked to write a piece of transactional writing (an article, blog, letter to persuade, argue, explain etc.) - they will need to carefully craft their writing using language features, imagery and an extensive vocabulary for effect. Spelling, punctuation and grammar is awarded a separate mark for this section of the paper. Each section on the paper is worth 25% of the final GCSE, with this paper worth 50% of the overall final grade awarded.

Speaking and listening asks pupils to present to their class on a topic of their choice. The formal presentation will consist of a 5 minute presentation followed by a Q&A session with the class on the topic. These are assessed and the awarded grade will result in a separate certificate. This does not contribute to the final English Language GCSE grade.

# ENGLISH

## A Core Subject

### English Literature (AQA - 8702)

This GCSE is linear and assessed entirely through examinations at the end of Year 11: 100% of the grade comes from exams; there is no controlled assessment. There are no tiers for the new English Literature GCSE - all pupils will sit the same exam papers. There are two exam papers for this qualification. Both exams are closed text: this means that pupils will not take any copies of texts into the exam hall with them. Pupils will need to memorise key quotations and know their studied texts in detail to be able to answer on them.



Paper 1 is the Shakespeare and nineteenth-century prose paper: pupils will answer a question on their studied Shakespeare play ('Romeo and Juliet') and their studied nineteenth century prose text ('The Strange Case of Dr Jekyll and Mr Hyde' by R.L. Stevenson). This paper is worth 40% of the final GCSE grade and the exam lasts for 1 hour and 45 minutes.

Paper 2 is the Modern texts and Poetry paper: pupils will answer a question on their studied modern text ('An Inspector Calls' by J.B. Priestley). Pupils will also answer one question on a poem from an anthology (supplied by AQA) - the collection studied at CVC is the 'Conflict and Power' anthology and has a range of poems dealing with this topic. Pupils must compare two of the fifteen that they study. They will then answer a question on an unseen piece of poetry, responding to it for the first time in the exam. This paper is worth 60% of the final GCSE grade and the exam lasts for 2 hours and 15 minutes.

### Further education and career opportunities

The value and importance of English language and literature cannot be over-stated. Evidence of attainment at some level of GCSE English language or literature is required for most, if not all, further education courses. A GCSE English grade 5 or above will be a requirement for numerous higher education courses in both arts and sciences and a good GCSE English grade is a pre-requisite for teacher training.

It is important to note that either English language or English literature can be used as 'English' for application to post-16 institutions and courses. Whichever result is higher is the one that can be used, with the lower grade making up the rest of the GCSE results that pupils have achieved.

All post-16 pupils will be required to continue to study English until they reach 19 years of age, whether at AS/A-Level, as core English or as GCSE re-sit examinations.

# MATHEMATICS

## A Core Subject

### The Course

Year 9 began their GCSE mathematics course in September 2018. They have been introduced to algebraic manipulation, functions and graphs, number theory and we have extended their understanding of shape and space. They have, therefore, begun to make connections within mathematics. Continuing this progress is fundamental if pupils are to maximise their potential in the demanding mathematics GCSE.

In Year 10, pupils will continue to experience a wide variety of mathematics, all designed to develop their competence and understanding. They will be in classes appropriate to their ability, and will take either higher tier or foundation tier exams. There exists the flexibility to enter at the other tier if necessary. The tier of entry will be decided initially by the tests taken throughout Year 9, with the final summative test in Year 9 being of particular importance.



In June 2021 all pupils will take the AQA GCSE Mathematics (8300) qualification. This consists of three papers, one without a calculator and two with calculators, and each paper is worth 80 marks and lasts for 90 minutes. If pupils are entered at the foundation tier, the grades available will be 1–5. At higher tier the grades available will be 4–9. Mathematics has no coursework or controlled assessments.

For a small number of pupils for whom GCSE will be challenging, it will be appropriate for them to take also an Entry Level Certificate in Mathematics. This will be studied in parallel to GCSE and is assessed by on-going in-class testing. This will ensure that every CVC pupil leaves with a recognised mathematics qualification.

### Further education and careers opportunities

The value and importance of acquiring mathematical knowledge cannot be over-stated. Evidence of attainment at some level of GCSE mathematics is required for most, if not all, further education courses. A GCSE mathematics grade 5 or above will be a requirement for numerous higher education courses in both arts and sciences and a good GCSE mathematics grade is a pre-requisite for teacher training.

All post-16 pupils will be required to continue to study mathematics until they reach 19 years of age, whether at AS/A-Level, as Core mathematics or as GCSE re-sit examinations.



# COMBINED SCIENCE

## A Core Subject

In Year 10 all pupils at Cotteham Village College (except those who opt for the separate science course), follow a common programme, as part of the Edexcel syllabus. This is a two-GCSE sized (double award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Pupils are awarded **two** grades based on their overall performance across these three disciplines.



### Combined Science GCSE (Edexcel)

The GCSE in Combined Science enables pupils to develop:

- scientific knowledge and conceptual understanding of Biology, Chemistry and Physics.
- an understanding of methods and processes used in scientific enquiries to answer scientific questions about the world around them.
- a range of skills (observational, practical, modelling, enquiry and problem-solving skills) that they will be able to use to answer scientific questions in the laboratory, and beyond.
- their ability to critically analyse and evaluate methods, evidence, and conclusions made in Science.

### Assessment of Combined Science

Combined Science is examined at the end of Year 11 (terminal examinations).

- Pupils will sit 2 exams per subject. Each exam is 70 minutes in length.
- There is no coursework.
- Exam questions will test pupils' grasp of practical work including planning, analysing and evaluating skills as well as specific designated experiments.

<b>Biology 1</b> Paper 1 1hr 10 60 marks	<b>Chemistry 1</b> Paper 3 1hr 10 60 marks	<b>Physics 1</b> Paper 5 1hr 10 60 marks
<b>Biology 2</b> Paper 2 1hr 10 60 marks	<b>Chemistry 2</b> Paper 4 1hr 10 60 marks	<b>Physics 2</b> Paper 6 1hr 10 60 marks

Foundation and Higher tiers are available.

### Further Study

Science allows you to reflect on your world and how it works. It encourages you to think logically and to use evidence to form your ideas. Many careers need good science qualifications and they are highly regarded in all. Choosing this science route can still lead to A-levels post-16, depending on exam performance.

For pupils wishing to study the separate sciences please see page 41.

# PHYSICAL EDUCATION

## A Core Subject

### Course content

All pupils receive two lessons of core PE per week. Groups are selected at the beginning of the year where they all study the essential requirements of the national curriculum. All pupils will have the opportunity to:

- build upon foundations and interests established in Key Stage 3
- adapt established skills to newly introduced activities
- have some choice in what activities they participate in, which reflects their interests and personalities



Each block of work lasts for 8-10 lessons enabling skill and performance to be developed and to enhance knowledge and understanding. Pupils are encouraged to take an increasing responsibility for their learning and to organise, officiate or lead elements of the course.

### The aims of the course

A large emphasis is placed upon:

- physical development and skill improvement
- personal development and taking responsibility for their own learning
- understanding of the requirements of a healthy lifestyle
- preparation for a lifetime of active participation in sport and leisure

### Sports Leaders Module

There will be an opportunity for pupils to opt to undertake a sports leadership module as part of their core PE lessons at the end of Year 9 and will be completed in Year 10. Pupils will learn and develop effective leadership skills through the medium of sport. These skills are transferable to many other life experiences.

This course is mainly practical and is aimed at anyone who wants to develop their own self-confidence, self-esteem, organisational and management skills. Pupils will need to show a good level of commitment to this course and will be required to lead and organise festivals involving primary pupils. It is not dependent on sporting abilities. Pupils will be able to make a choice to do the course after Easter in Year 9. The course will run for approximately eight weeks.

### Post-16 Links

Pupils wishing to develop their skills and expertise, after completing one of the following certificated courses in PE, will be in a good position to pursue any of the following:

- A-level Sports Studies or Physical Education
- BTEC level 3 Leisure & Tourism, Sports Studies and Physical Education
- Coaching and refereeing qualifications
- Teacher training and Sports Studies degree courses
- National Diploma in Sport

# CAREERS INFORMATION, ADVICE & GUIDANCE

CIAG aims to prepare young people for adult and working life and to contribute to the development of the whole person, preparing them for responsible citizenship. Specifically, as part of their overall educational experience young people should develop:

## Knowledge

- of themselves
- of the opportunities open to them

## Skills

- in decision making
- in managing change

## Attitude

- of self-reliance
- towards others

We provide a programme with these three objectives in mind to all pupils in years 9, 10 and 11. All pupils take part in a Work Related Learning programme delivered through tutor time and conference days.

Mrs Scully, the Careers Co-ordinator, is in the careers office daily and supports staff and pupils in all these activities.

The careers office is open to everyone and we can offer up-to-date information on career and training opportunities. Pupils are directed to the most up to date websites.

All Year 10 pupils take part in a work experience programme and 'taster' activities. The programme makes pupils aware of the opportunities available post-16 and helps them to complete their applications for further training or employment.



## ‘Conference Days’

There are many other topics and activities outside the main classroom subjects on offer that are important in a broad and well-balanced curriculum. PSHE contributes to personal development by helping young people to build their personal identities, confidence and self-esteem, and by helping them understand what influences their decisions. Developing self-awareness, empathy and the ability to work with others helps young people to enjoy healthy and productive relationships.

We cover a wide variety of topics to achieve these outcomes in a number of collapsed-timetable ‘Conference Days’ throughout the year. On each of these days, the normal school curriculum is suspended to allow for a much more flexible programme, which includes visiting experts such as local employers, representatives of public health organisations and inspirational speakers.

Some important topics which are covered during this time include:

- healthy lifestyles
- study skills
- careers education
- risk
- rights and responsibilities
- sex education and relationships
- business and enterprise.

A number of these areas cover sensitive issues which stimulate lively discussion and encourage personal decision making as well as providing essential information for the pupils.



# PREFERENCES

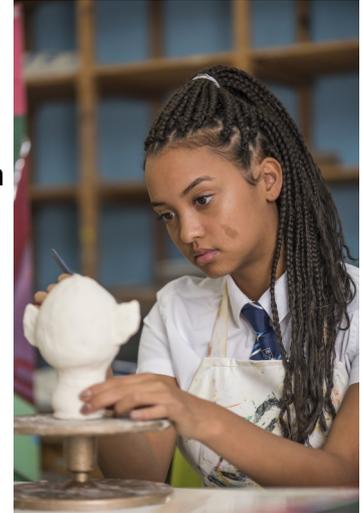


# ART & DESIGN

## GCSE Option

We ensure that pupils access, interpret and understand great and classic works of art and the major movements in GCSE Art. As a young adult, art helps you to enjoy cultural experiences, make links between art forms, participate in intelligent discussion and debate, and live a fulfilled life enriched by knowledge of that which is beautiful. GCSE Art allows access to all of this.

GCSE Art enables pupils to pursue their own artistic work in a broad range of art processes and techniques including drawing and painting, sculpture, digital art and printmaking. Drawing on knowledge of the best that has been produced internationally, we use these influences to develop you as an individual artist. You are taught to track the origins and development of your ideas, as well as producing great pieces of work.



The Art course is made up of 2 units:

### **Unit 1: Personal Portfolio in Art and Design - Coursework - 60%**

You will be set a theme by your teachers. You will develop your own personal creative work in response to this theme. During the coursework phase you will record ideas, research the work of other artists, explore and experiment with materials, techniques and processes and review and refine your ideas. This will help you to develop your final piece.

*Your coursework is assessed by your teachers and externally moderated at the end of the course.*

### **Unit 2: Externally Set Assignment - Exam (10 hours of sustained focus) - 40%**

The externally set assignment is set by the examination board. The assessment criteria is the same for the exam as for your coursework. You will create a piece of art based upon a theme. You will choose from 15 possible themes. The externally set assignment is released in the January of Year 11 and so you will have at least 14 weeks to explore, develop and refine your ideas for your final piece.

*Your exam work is assessed by your teachers and externally moderated at the end of the course.*

### **You should offer:**

- a creative and enquiring mind to allow you to delve deeper into art, exploring the possible meaning and interpretations of the work of others that you encounter
- a passion for creating art using a wide range of materials and techniques
- excellent observation skills to aid your drawing and painting skills
- a commitment to developing your practical skills
- an enjoyment of the visual world around you; drawings, paintings, advertisements, film, theatre and exhibitions
- a great work ethic and willingness to 'put the hours in'
- an ability to work independently and to glean inspiration from your fellow artists

# ART & DESIGN

## ...Continued

### We will help you by:

- offering our expertise by introducing you to new media, techniques and processes
- introducing you to the work of exciting artists in order to inspire and inform your own creative work
- supporting and encouraging you to achieve your potential
- rewarding you with a final exhibition of your work in Year 11

### Post-16 Links

A-Level in Art & Design, Fine Art, Graphic Design, Photography, Textiles or 3D Design  
Level 3 Applied Diploma in Art & Design, Design Crafts, Fashion, Fine Art, Graphic Design, Photography, Textiles or 3D Design, Level 4 Foundation in Art & Design.

### Career Progression

GCSE Art is a stepping stone towards careers including, but not limited to:

- advertising and marketing;
  - architecture;
  - crafts;
  - design;
  - fashion;
  - film, TV, video, radio and photography;
  - IT, software and computer services;
  - publishing;
  - museums, galleries and libraries;
  - music, performing and visual arts.
- designers work on products ranging from cars to clothes and home appliances to magazines.
  - artists produce paintings, sculptures and other work that decorate homes, workplaces and public spaces.
  - craftspeople, such as engravers and silversmiths, produce items using both traditional and modern methods and materials.

# BUSINESS

## GCSE Option

Whether it's a start-up, small business or an established multinational, GCSE Business will equip you with the knowledge and skills necessary to succeed in the business world. This course uses a variety of real business scenarios to consider issues and challenges facing entrepreneurs and commercial organisations. Skills which pupils will learn include: leadership, problem-solving, decision-making and demonstrating initiative.

### Course Outline

<b>Business 1</b> Business activity, marketing and people	<b>Business 2</b> Operations, finance & influences on business
<b>Business activity</b> 1.1 The role of business enterprise 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth	<b>Operations</b> 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process & customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers
<b>Marketing</b> 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix	<b>Finance</b> 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break-even 5.5 Cash and cash flow
<b>People</b> 3.1 The role of human resources 3.2 Organisational structures & different ways of working 3.3 Communication in business 3.4 Recruitment and selection 3.5 Motivation and retention 3.6 Training and development 3.7 Employment law	<b>Influences on business</b> 6.1 Ethical and environmental considerations 6.2 The economic climate 6.3 Globalisation
<i>Both units are assessed externally with a written exam; 90 minutes, 50% of the qualification</i>	

### What can I do with this GCSE?

Business Studies GCSE can be useful for absolutely any jobs. It is particularly relevant if you want to work in Marketing, Sales, Management, Public Relations, Law, Finance & Accounting. If you have ever dreamt of becoming an entrepreneur and starting up your own business, this course would be ideal. Previous pupils have gone onto further education to study Business or Economics at A-Level, or Business BTEC at Level 3.

### Required skills and attributes

GCSE pupils must be committed to their learning and revision of the topics. Throughout the course, pupils are required to work cooperatively and professionally and demonstrate an ability to work within a team. Good communication, presentation skills and an interest in current economic events are desirable attributes.

### Interested?

If you are interested in this course, please speak to Mrs Tyrrell.

# COMPUTER SCIENCE

## GCSE Option

Computer technology is advancing rapidly. The growth in the use of mobile devices and web-related technologies has exploded, and businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, cyber-security, robotics, VR (virtual reality) and AI (artificial intelligence) industries.



The computer science course will provide you with logical thinking, programming and technical skills. If you are interested in programming, computer science, problem-solving, cyber-security, game/app design or just want to understand how computers actually work, this would be the GCSE option for you.

### Course Outline

<b>Computer Systems</b> 90min written exam, externally assessed	<b>Computational thinking, algorithms and programming</b> 90min written exam, externally assessed
<ul style="list-style-type: none"><li>• Systems Architecture</li><li>• Memory</li><li>• Storage</li><li>• Wired and wireless networks</li><li>• Network topologies, protocols and layers</li><li>• System security</li><li>• System software</li><li>• Ethical, legal, cultural and environmental concerns</li></ul>	<ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming techniques</li><li>• Producing robust programs</li><li>• Computational logic</li><li>• Translators and facilities of languages</li><li>• Data representation</li></ul>

### Programming Project

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

### What can I do with this GCSE?

Pupils who study computer science can continue to study at A-Level. Computer scientists work as software engineers, analysts and systems architects in companies across every industry sector, from retail to finance; from console game design to aerospace. It is also common for computer scientists to pursue careers in science, engineering and mathematics.

### Required skills and attributes

Please note that GCSE Computer Science is a challenging course and, similarly to taking separate sciences, pupils' prior attainment in the subject needs to be taken into account before selecting it. Since pupils will be learning some challenging computer-related mathematics, they require at least target grade 5 in GCSE maths, in order to consider this course. It is also important that pupils taking GCSE computer science have a computer and access to the internet at home, so that they can improve their programming skills; this will significantly support their progress. Please speak to staff if this is something that cannot be provided.

# CONSTRUCTION

## Level 1/2 Option

The Eduqas Level 1/2 in Constructing the Built Environment is a level 2 qualification that is equivalent to one GCSE. At Sixth Form and FE colleges, it holds the same value as GCSE.

### What will I learn?

This course is delivered in three modules or units. Each one is assessed separately. The units cover the following areas of construction:



Unit no.	Unit title	Theory/ Practical	Assessment
1	Safety and security in construction	Theory	Online exam
2	Developing construction projects	Practical	Internally assessed
3	Planning construction projects	Theory	Online exam

**Safety and Security in construction** - Is working in construction dangerous? Can some of the equipment and tools I use cause harm? Some of the equipment I used is expensive. How do I keep it secure? How do I make sure I am safe when working with electrical and mechanical equipment? Are there guidelines I can follow to make sure I am safe when I am carrying out tasks? Who can I rely on to keep me safe? What do I do with waste materials? Do I just put it in a skip or take it to a tip? Do I need to think about who is allowed to see designs and specifications I am given to work from?

In this unit, you will learn how to look for and identify hazards to safety and security. You will learn how to measure the risk of these hazards so that you can plan ways in which you can limit the risk and work safely and securely, whatever your role or location.

**Developing construction projects** - How do I hang a door? Can I skim plasterboard? How do you gloss a panel door? What resources do I need to build a wall? How do I plan what needs to be done? Will I be safe? How do I keep equipment secure? How do you know if what has been done is good enough?

In this unit you will be taught the necessary knowledge and skills to be able to undertake a practical assessment of your carpentry, painting and decorating and tiling skills.

**Planning construction projects** - Who does what when refurbishing a property, building a new construction or improving a built environment? How long does a building development take? Is there a need for a project manager? Who is a project manager? What can stop a construction project from being successful?

# CONSTRUCTION

## ...continued

Through this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with planning skills developed through this unit, so that you can plan construction projects.

### **What will I need?**

- You will need some practical ability at using tools and materials.
- An ability to work independently and to complete work to tight deadlines.
- An ability to collaborate and to work within a small group.
- Skills in drawing and communicating through diagrams.
- An interest in the world of construction and the built environment.
- A willingness to learn more about the world around you and it's built environment.

### **What are the facilities and staffing?**

We provide a modern, purpose made workshop area that is fully equipped for the practical tasks this course demands. We have a dedicated classroom with full IT facilities.

### **What career progression does this course offer?**

This course is ideal for pupils who want to supplement their GCSEs with a different type of qualification and then go on to study level 3 courses. It is also very useful for pupils who want to study technical courses at FE college. For pupils who want to find a career in the construction industry this course provides a very good foundation.

# DANCE

## BTEC Option

Dance is an exciting subject of expression and creativity. It involves choreography and performance, giving you the opportunity to devise dances.

You will be taught various styles of dance, including contemporary and jazz, in this course. We will showcase our choreography via the annual dance show and the school production. We will offer a dance residential and excursions will supplement the curriculum.



## BTEC Level 2 Tech Award Performing Arts - Dance Pathway

The Award provides pupils the opportunity to develop dance-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove aptitude in Performing Arts such as reproducing repertoire or responding to stimuli.
- process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance .
- attitudes that are considered most important in the Performing Arts, including personal management and communication.
- knowledge that underpins effective use of skills, process and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

## Components

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore pupils need to demonstrate attainment across all components in order to achieve the qualification.

### 1. Exploring the Performing Arts - Internally Assessed/Externally Verified

Pupils will examine professional practitioners' work. For assessment evidence they must produce a written report, presentation or other similar evidence of understanding of the key features of a range of live and/or recorded dance performances. At Level 2, pupils will investigate the work of practitioners and how it contributes to the creative intentions and purpose of the chosen piece. They must make reference to processes, techniques and approaches used.



# DANCE

## ...continued

### **2. Developing Skills and Techniques in the Performing Arts - Internally Assessed/ Externally Verified**

In this component, pupils will develop performance skills and techniques within the Jazz Dance genre. They will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. Pupils will work from existing Performing Arts repertoire, applying relevant skills and techniques to reproduce the work. They will provide a review that documents their progress from workshops through to rehearsals and performances. The review can consist of:

- recordings (workshops, rehearsal, performance).
- annotations and/or written content.

### **3. Performing to a Brief - External - Controlled Assessment**

This component requires pupils to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience.

- Task set and marked by Pearson, completed under supervised conditions.
- Twelve weeks before the supervised assessment period, pupils will be given the set task in order to carry out the development of creative ideas and rehearsal for the workshop performance.
- The set task will be completed in three hours within the period timetabled by Pearson.

### **Post-16 Links**

Pupils who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A-Levels as preparation for entry into higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts, which prepares pupils to enter employment or apprenticeships, or to move on to Higher Education by studying a degree in the Performing Arts.

# DESIGN & TECHNOLOGY

## GCSE Option

### What is Design Technology?

The new Design Technology GCSE course provides candidates with a 'holistic experience' of design and technology by removing the constraints of studying just one material. Candidates study a wide range of materials and processes choosing the most suitable as a result of investigation, testing and experimentation. Previous candidates have used wood, manufactured boards, metals, plastics, and electronics as well as graphical based materials such as paper, board and card. Traditional manufacturing techniques are studied along with more modern approaches including computer-aided design and manufacture. Successful product themes that have been studied on this course have included children's toys, games, educational devices, electronic products, storage, medical devices, music players and lighting. Candidates are exposed to a number of designing approaches that foster creativity, help solve design problems and improve products.

There is the opportunity to design and make functional products, there will be one practical lesson per week.

Pupils will learn many new skills across a range of materials. The teaching is supportive and challenging.

### Assessment

The course is made up of two units:

- Unit 1: one single written exam - duration two hours: core knowledge and designing skills.
- Unit 2: non-examined assessment - duration 40 hours: design and make task requiring pupils to submit an A3 portfolio of evidence and a 3D functioning prototype, made from suitable materials.

These units are weighted 50:50 for assessment.

### Who is it for?

GCSE Design & Technology is a valuable and well-respected qualification at Sixth Form centres and also technical colleges. Pupils who are considering further study in creative and practical areas such as architecture, engineering, design, art would benefit from GCSE DT. Pupils who are considering further study in vocational and occupational areas such as construction, engineering, and motor vehicle engineering would benefit from GCSE DT.



# DRAMA

## GCSE Option

### OCR GCSE Drama

*“To enter a theatre for a performance is to be inducted into a magical space, to be ushered into the sacred arena of the imagination”*

Simon Callow, 'Charles Dickens and the Great Theatre of the World'

### Why Study Drama?

GCSE Drama gives pupils the opportunity to explore the subject from a range of perspectives by devising their own, original work. Pupils will bring to life the work of a playwright; think like theatre reviewers, developing their own thoughts on what makes drama and theatre successful and develop as creative artists building and bringing a character to life through exploration and rehearsal. Pupils must study two contrasting texts for the GCSE course.

### What will I study?

During your course you will consider:

- Acting
- Script study
- Practitioners
- A variety of styles and genres of theatre
- Devising
- Improvisation
- Playwrights

### How will I be assessed?

Sections 1 and 2 account for 60% of the final grade.

### Section 1: Devising Drama (Practical)

Pupils will create a devised performance in groups. They will be able to select a starting point from a range of stimuli. A range of stimuli can include; a piece of music, poem, photograph or a prop. The work must be supported by a devising log book.

### Section 2: Texts in Practice

Pupils will study a play chosen by the drama department, which is different to the text studied in the final examination. Pupils will take part in two contrasting extracts from the text. Performance lengths will vary according to group size.



# DRAMA

...continued

## Section 3: Exam assessment (40% of the final grade)

The exam component will be assessed at the end of the qualification. Pupils will have to complete questions based on the set text studied in class and a review of a live performance.

Please note that as a performing arts subject it will be expected for performing arts pupils to regularly attend an after school GCSE session to rehearse or complete controlled coursework.

## Post -16 Links:

- GCE AS and A2 level drama and Theatre Studies or Performance Studies
- BTEC National Diploma in Performing Arts
- Any further education or employment in which communication skills, confidence and teamwork are essential.

## Careers

The skills developed through the study of drama can lead into careers in performance, theatre, arts administration; careers based on people skills and interacting with others, such as personnel or social work and also careers associated with presentation skills, such as marketing, media and law. The Arts and Culture sector, is one of the fastest growing parts of the UK economy.

Any further question please speak to Miss Oldfield in the Drama department. You can also find out more about the course by speaking to Year 11 pupils.



# FOOD PREPARATION & NUTRITION

## GCSE Option

### What does the food preparation and nutrition course involve?

The food preparation and nutrition course combines practical cooking and food and nutrition theory. Work is assessed internally through two set assignments and one external exam in the second year of study. You will have the opportunity to cook a wide range of different dishes; please note you will be asked to supply ingredients for the weekly practical lessons.



### Why should I study this course?

By studying food preparation and nutrition you will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

### What is the course structure?

The course is made up of two components, each being 50% of the qualification:

**Component 1 - Principles of Food Preparation and Nutrition:** This is an exam that consists of two sections, both containing compulsory questions. The first part has questions based on stimulus material (such as photographs) and the second section contains short and long answer questions on food preparation and nutrition.

**Component 2 - Food Preparation and Nutrition in Action:** This component consists of two non-examination assessments that are internally assessed and externally moderated:

- The *Food Investigation Assessment* is a scientific food investigation which will assess your knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
- For the *Food Preparation Assessment* you will prepare, cook and present a menu to show your knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

### How is the course assessed?

Component 1 is externally assessed (a 1 hour and 45 minute written exam). The Food Investigation Assessment and The Food Preparation Assessment that form Component 2 are internally assessed and externally moderated.

### What can I do at the end of the course?

The Food Preparation and Nutrition course provides a suitable foundation for the study of Level 3 Food, Science and Nutrition, or other food-related courses at either AS or A-level.

# GEOGRAPHY

## GCSE option

### Why choose GCSE Geography?

Geography is about people, places and the environment and how they interact; but there is more to geography than that; it allows us to make sense of the world by understanding the physical and human processes that have shaped it. By understanding what has created distinctive places, you will be equipped to predict what may happen to those places in the future. A GCSE geographer will start to accumulate the knowledge and skills needed to work out how to sustainably manage both physical and human environments.



### The Course

#### Living with the physical environment

**The challenge of natural hazards:** Which physical processes create natural hazards and what challenges do they pose? The hazards for investigation include volcanoes and earthquakes, extreme weather events and climate change.

**The living world:** What are the world's major ecosystems? Where are they located? How do they work? How are they being threatened? How can they be managed? The focus will be on tropical rainforests and hot deserts.

**Physical landscapes in the UK:** How have distinctive landscapes been formed by both rivers and the sea? What geological factors create variety in the landscape? How can rivers and coasts be managed to prevent erosion and flooding?

#### Challenges in the human environment

**Urban issues and challenges:** Why are urban areas growing so rapidly in certain parts of the world? What opportunities and challenges does the growth of urban areas create? How can urban living be more sustainable?

**The changing economic world:** Why does quality of life vary across the world? What does development mean and why is there a development gap? What are the impacts of rapid development?

**The challenge of water resource management:** What opportunities and challenges face the UK in terms of water, energy and food resources? How has water demand and supply led to conflicts across the world?

#### Geographical applications:

**Issue evaluation:** This part of the course examines a current and significant geographical issue. It draws upon a variety of geographical skills in order to critically evaluate and problem-solve.

**Fieldwork:** The final part of the course involves two fieldwork days in contrasting environments; one of these is a coastal study, the other an urban study. Pupils will employ a range of techniques in order to collect, interpret, analyse and evaluate information and issues.

# GEOGRAPHY

## ...continued

### The Examinations

There are three exams and no coursework or controlled assessment. All exams are taken at the end of the course.

**Paper 1:** Living with the physical environment. This is 1 hour 30 minutes and worth 35% of the total marks.

**Paper 2:** Challenges in the human environment. This is 1 hour 30 minutes and worth 35% of the total marks.

**Paper 3:** Geographical applications. This is 1 hour and worth 30% of the total marks.

**Other opportunities:** A 4 day trip to **Iceland** is currently organised during the October half-term holiday.

### Post-16 links

GCSE Geography is an excellent basis for study at A-Level and beyond. It has the advantage of allowing study at a higher level in either a scientific or social sciences route. It also provides a great deal of knowledge and the skills needed to study the sciences, related social sciences or other tertiary level courses. It provides a foundation for many careers, including environmental science, marketing, urban and rural planning, tourism and leisure, administration, finance and law.



# HAIR & BEAUTY

## Level 2 Option

If you would like to become part of the hair and beauty industry, then this is the right choice for you. The learning for this qualification will be delivered in a hands-on manner. Practical placements within industry will be combined with practical and theory lessons by a tutor within our hair and beauty salon. You will gain great people-skills that are highly valued by employers both within and outside this sector. Excellent customer service and communication skills are important for the success of any business; these will develop as you work within a commercial setting.

This hair and beauty course will enable you to learn essential techniques and attitudes to begin a professional career or move on to further study. You learn by completing research projects and assignments that are based on realistic workplace situations, activities and demands of the hair and beauty industry. VTCT (Vocational Training Charitable Trust) is one of the leading examining boards in the hair and beauty Industry. The course is ideal for you if you are interested in a creative career as a beauty therapist, hairdresser, make-up artist or would like to work in the theatre or film industry.

Pupils can cover everything from hair styling, manicure and nail art, basic colouring techniques and shampooing and conditioning and it is a great introduction to different areas of the sector.

### **This course would suit you if:**

- you are keen on being creative and enjoy art and design or performance studies
- you like hands-on learning
- you enjoy working in a professional type of setting instead of a classroom

### **Examples practical activities you can expect to study are:**

- basic colouring techniques
- shampooing and conditioning hair
- the art of dressing hair and hair care
- manicure and nail art

### **Theoretical knowledge will cover:**

- An understanding of the structure and importance of the hair and beauty sector including products used, and services and treatments provided. This is an external examination unit.
- A hair and beauty research project covering how to produce a research proposal and conducting research into a particular topic area of the hair and beauty sector
- Understand the types and range of design briefs used in the hair and beauty sector.
- Business enterprise and the development of new ideas for a business enterprise in the hair or beauty.

The course could give you the background that you need for a foundation or honours degree in biology, dermatology or business management. It could help you begin a career as a hairdresser or barber, nail technician, make-up artist, beauty or spa therapist, business manager or entrepreneur by going onto an apprenticeship or another work-based training scheme.

**You will be expected to spend your work experience within the industry.**

# HISTORY

## GCSE Option

### Why choose history?

The history GCSE helps you understand the world we live in and why it is the way it is.

It gives you an understanding of events that have shaped your lives and will shape your future. It gives you the skills to help you deal with that future.

Along the way you will answer interesting questions that will make you curious, make you angry, make you laugh and, most importantly of all, make you think.

You will be taught to become an analytical and independent thinker who is able to reach and support your own conclusions.

### The Course

The GCSE course covers British and international history across a variety of timescales, each with a different historical focus.

The periods covered by this GCSE are:

- Period Study - International Relations: the changing international order 1918–2001
  - ◆ This part of the course tells the story of how countries interacted from the end of the First World War, including the causes of the Second World War, the causes of the Cold War and the reasons for its end and the rise of terrorism, including the attacks on the World Trade Center on September 11<sup>th</sup> 2001.
- Non-British Depth Study - Germany 1925-1955: The People and the State
  - ◆ This part of the course explains the rise of Hitler and the Nazis and their impact on the German people. It follows the story through the Second World War, dealing with the experiences of German people, the persecution of minorities, the defeat of Nazi Germany and its occupation and the differing experiences of people in East and West Germany after the war.
- British Thematic Study - Power: Monarchy and Democracy in Britain c.1000 to 2014
  - ◆ This course looks at a long sweep of British history exploring who has ruled Britain, why they were in charge and the things that challenged their positions of power. It goes all the way from Saxon England to the government of David Cameron. On the way, it looks at the Norman Conquest, King John and Magna Carta, the development of Parliament, the Wars of the Roses, Tudor government, the Civil War, Restoration, the Glorious Revolution, the development of parliamentary monarchy, parliamentary reform, the development of trades unions, the fight for women's suffrage, protest movements, the Miners' Strike, and the governments of Margaret Thatcher and Tony Blair.
  - ◆ The strength of this course is that it allows you to build on the knowledge you've already developed over KS3 and allows you to add detail, depth and flavour to your understanding.
- British Depth Study: The English Reformation c.1520-c.1550
  - ◆ This course takes Henry VIII's changes to religion in England as a background for looking at how these changes affected people's lives.
- The Study of the Historic Environment: Castles: Form and Function c.1000-1750
  - ◆ This course looks at how castles and their uses have changed over time.

# HISTORY

## ...Continued

### The Examinations

There are three exams and no coursework or controlled assessment. All exams are taken at the end of the course.

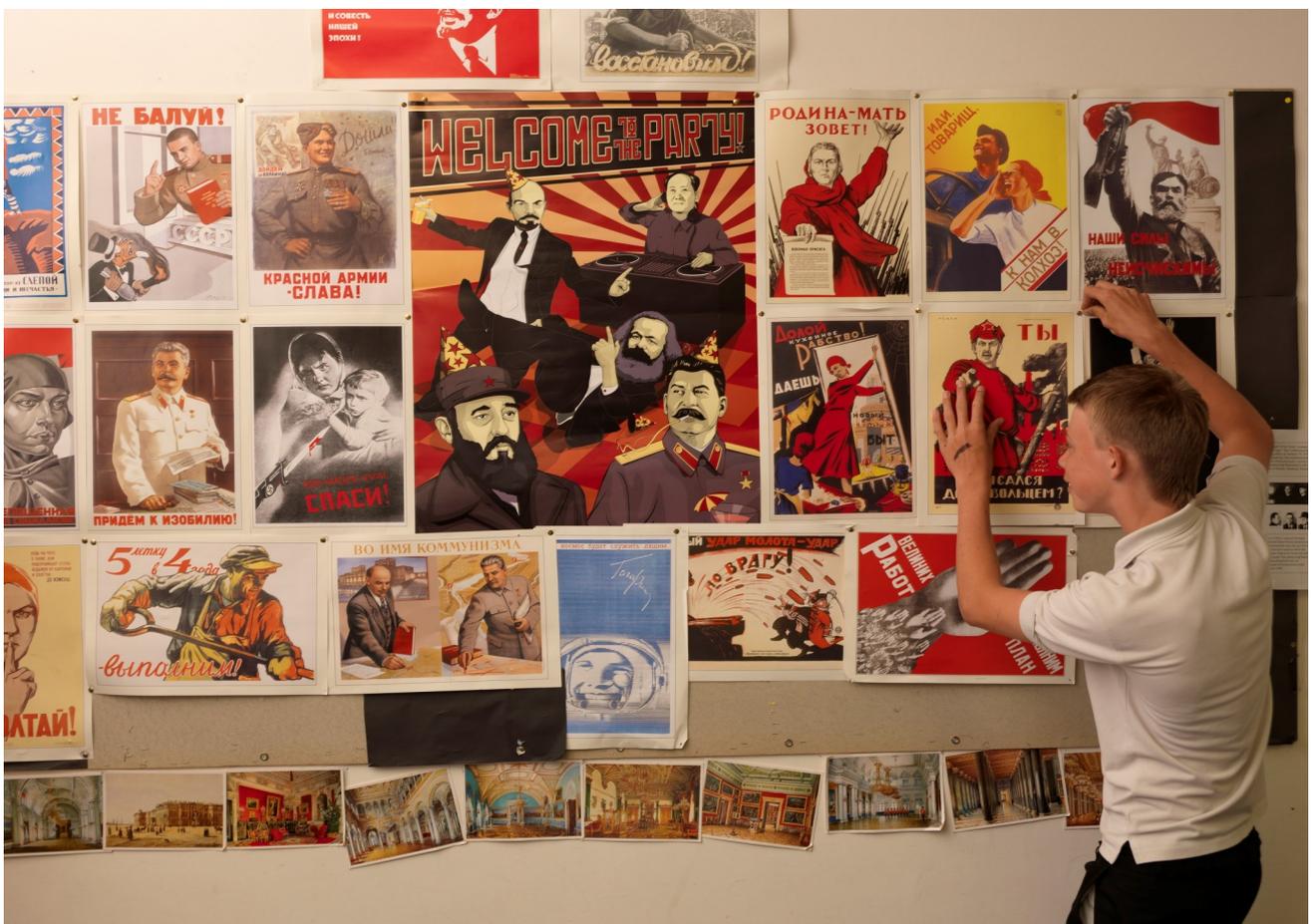
- Paper 1 lasts 1 hour 45 minutes and examines both the Period Study and the Non-British Depth Study. This is worth 50% of the total marks.
- Paper 2 lasts 1 hour and examines the British Thematic Study. It is worth 25% of the total marks.
- Paper 3 lasts 1 hour 15 minutes and examines the British Depth Study and the Study of the Historic Environment. It is worth 25% of the total marks.

### Post-16 Links

A GCSE in history is an excellent qualification for many courses at A-Level. Aside from A-Level history, studying history at GCSE can help you study other humanities subjects such as classics, economics, law, philosophy, politics or sociology.

People from all walks of life highly value the study of history. Qualifications in history can help you build a career in the law, journalism, the media, business and entertainment.

Whichever path you choose, you will understand the world better if you study history.



# IT/iMEDIA

## IT/iMEDIA Certificate Level 2

### Overview

Whatever you decide to do when you leave school, it is most likely you will end up working and using technology on a daily basis. We believe all pupils deserve an opportunity to improve their digital skills.

### Course Outline

This is a practical and flexible course which will ensure you have a good grounding in digital technology so that you can do your very best in further study and in the workplace. The unit choices change from year to year. In previous years, pupils have completed units such as:



Mandatory	Optional units
<ul style="list-style-type: none"> <li>• <b>Pre-production skills:</b> Knowing how to work efficiently and effectively using project management techniques. 1hr, 15min written exam, externally assessed</li> <li>• <b>Creating digital graphics:</b> 10 hour project moderated by OCR</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Digital photography:</b> How to make professional, designer quality computer graphics</li> <li>• <b>Designing a game concept</b></li> <li>• <b>Developing digital games</b></li> <li>• <b>Creating a digital sound sequence:</b> record, edit and produce audio. How to plan and create audio recordings, music, speech and special effects.</li> <li>• <b>Creating a digital animation</b></li> <li>• <b>Creating a multipage website</b></li> <li>• <b>Storytelling with a comic strip</b></li> </ul>

### How is the course assessed and graded?

There is a single written examination and pupils complete a digital portfolio that showcases their digital work. Skills are assessed through a series of practical tasks throughout the course. It is strongly recommended that pupils have a computer and access to the internet at home

### What can I do with this qualification?

Achieving excellent skills in digital applications will provide you with a wide range of career options, as well as a route into further Level 3 IT qualifications. It could lead to a career in journalism, graphic design, digital marketing, web design or support you in creative subjects at college such as Creative & Media, Social/Digital marketing and Photography.

# MODERN FOREIGN LANGUAGES

## GCSE Option in French, German or Spanish

### Aims of the course

- To enable you to communicate confidently in French, German or Spanish.
- To give you a greater appreciation and understanding about life and culture in France, Germany and Spain.
- To enable you to obtain a worthwhile qualification in a modern foreign language, which could be useful for future employment and personal enjoyment.
- To give you a sound foundation for further study of your chosen language at A/AS-Level or as part of a vocational course.



### The course

- You will develop your skills in listening, speaking, reading, writing and translation in your chosen modern foreign language. This will be achieved by studying a variety of topics and resources based on the AQA GCSE examination syllabus.
- You will develop these skills by working with your teacher, independently, with a partner or in small groups.
- You may also have the opportunity to communicate with native speakers, either practising speaking in small groups or communicating with pupils in schools abroad.
- Nearly all pupils have studied French since Year 7 and therefore have this option available to them at GCSE level. However, GCSEs in Spanish and German are only available to pupils who have studied these languages in Years 8 and 9.

### Assessment

- The four language skills (listening, speaking, reading and writing) each contribute towards 25% of the final grade. Translation into English is assessed as part of the reading exam and translation from English is part of the writing exam.
- There are two tiers of entry available: foundation and higher levels. Pupils will take the same tier across all four skill areas (tiers cannot be mixed).
- Tier of entry will be decided in consultation with your teacher throughout the course.
- All four skills will be assessed in formal examination situations at the end of Year 11.
- Speaking will be assessed through an oral exam, which will be conducted in school by the class teacher. This exam will take place before the start of the main GCSE exam period.
- All examinations are marked externally by AQA.

### Career Opportunities

- A qualification in a modern language is viewed as increasingly important by employers and universities in many different sectors.
- Opportunities to work abroad may increase if you are competent in another language.
- Opportunities to advance your career prospects when working with UK companies who have links with France, Germany or Spain (or other countries where these languages are spoken).
- Communication skills and understanding of the English language are developed through the study of a foreign language.

# MUSIC

## GCSE Option

### Component 1: Performing (30% of the final grade)

This is internally marked and externally moderated. You will be required to perform for a duration of 4-6 minutes with a minimum of 2 pieces, one of which must be an ensemble performance. One piece must link to an area of study.

### Component 2: Composing (30% of the final grade)

This is internally marked and externally moderated. You will need to create two compositions lasting a total duration of 3-6 minutes. One composition will be completed in year 11 and will be a response to a brief set by the exam board (WJEC) in the final year. The second composition is a free composition for which learners set their own brief. A written log and a form of notation is required to authenticate your work.

### Component 3: Appraising (40% of the final grade)

This is an externally marked written paper lasting 1 hour and 15 minutes. It will contain 8 questions, 2 from each area of study and will include 2 questions based on extracts set by the exam board. You will need a knowledge of musical elements, contexts and language.

### Areas of study

- Musical forms and devices: music from the Western classical tradition
- Music for an ensemble: musical theatre, chamber music, jazz and blues
- Film music: creating and transforming atmospheres, characters and moods
- Popular music: rock and pop, bhangra and fusion

### We will help you by:

- Supporting you and encouraging you to achieve your potential
- Offering an individual approach and expertise
- Creating varied opportunities for music making
- Providing you with the latest software programmes to notate, record and sequence.
- Facilitating workshops with outside musicians e.g collaborating with pupils at King's College

### You should offer:

- An enjoyment of all music types
- A wish to support and encourage others and show a commitment to extracurricular activity
- Imagination and a willingness to experiment with ideas
- An instrument skill that you wish to develop to a grade 3+ standard by the final year of the course. Instruments include voice, beatboxing, DJ-ing
- An awareness of basic theory skills (this would be an advantage)

Please note that as a performing arts subject it will be expected for performing arts pupils to regularly attend an after school GCSE session to rehearse or complete controlled composition coursework.

### Post-16 Links

Courses in AS/A-Level Music or Music Technology, Theatre Studies, Performing Arts, Media studies. Please note that music is considered an academic subject and can support your entry into other Post-16 courses. Current requirements for music courses at Hills Road include a Grade B at GCSE, a performance level of grade 5+, keyboard skills and a grounding in theory.

### Interested?

Any further questions please speak to Mrs Manser or you can also find out more from Year 11 pupils currently studying the course.

# PHYSICAL EDUCATION

## BTEC PE Option

If you choose to take PE as an examined course you will have extra lessons above your 2 hours per week of core PE time to study sport and you will achieve either a GCSE or BTEC qualification. Both qualifications are studied at the same level but are assessed in different ways. If you choose the option of examined PE, as a department we will look at your data on performance in PE and other subjects to give us an idea of which course would be best suited to your learning needs and group you accordingly.



## BTEC Tech Award in Sport, Activity and Fitness

### Aims of the course

This course is designed to give pupils who are interested in sport or the sports and Fitness industry the opportunity to achieve an accredited qualification using a component-based approach. Each component focuses on a different element within sport and fitness allowing learners to become familiar with the language, skills and processes required to work in the sport and fitness industry. There are three components that pupils study in years 10 and 11. The units that pupils cover are as follows:

- Component 1: Understand the Body and the Supporting Technology for Sport and Activity.
- Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity.
- Component 3: Applying the Principles of Sport and Activity.

Components 1 and 3 are assessed through internal assessment. Internal assessment for these components has been designed to relate to realistic tasks and activities that are related to the sports sector. The components focus on:

- The physiological impact of the cardiorespiratory and the musculoskeletal system on a participant's engagement in sport and activity.
- The different common sporting injuries, the causes and the related management and rehabilitation.
- Different technologies, how they enhance sport and activity, and how they support rehabilitation.
- Elements that are considered most important in leadership, including organisation, communication and problem-solving skills.
- The physiological and psychological benefits that participants can gain as a result of their engagement in sport and activity.
- Processes that underpin effective ways of working in the sport sector, such as planning, delivering and reviewing a sport or physical activity session to a variety of target groups. Pupils must design and deliver a lesson or physical activity that enables other participants to engage in sport or fitness activities.

Internal assessment is through assignments completed in the classroom; this is used to assess work completed for component 1 and component 3. Component 2 is assessed via external means. For this, pupils need to apply knowledge and understanding to plan a fitness-training programme and to recommend nutritional guidance for participants to improve fitness and performance.

### How is the course graded?

Pupils are graded with a Pass, Merit or Distinction.

# PHYSICAL EDUCATION

## GCSE PE Option

The GCSE course is designed to meet the needs of those wishing to study, and have an interest, in physical education on a theoretical level, as well as on a practical one. Pupils will need to use time outside of the curriculum to develop and refine their skills in practical activities to ensure they achieve the best possible grade. Reading about and watching sport will also help to improve their knowledge and understanding of the theoretical side.

The course is made up of three units - two theory and one practical.

### Unit 1 - Physical Factors Affecting Performance

- worth 30%
- Multiple-choice, short- and extended-answer exam paper questions
- pupils will be looking at anatomy and physiology, movement analysis, effects of exercise, training and data
- 1 hour exam.

### Unit 2 - Socio-Cultural Issues and Sports Psychology

- worth 30%
- multiple-choice, short- and extended-answer exam paper questions
- pupils will gain an understanding of sports psychology, socio-cultural influence, health, fitness and well-being
- 1 hour exam.

### Unit 3 - Practical Performance

- worth 40%
- performance in three sports; one individual, one game and one other (individual or game)
- coursework - analysing and improving sports performance in a particular activity
- Moderation of 3 sports and one piece of coursework.

### GCSE assessment

The practical assessment will be completed by the Easter of Year 11 and is externally moderated via a moderation day. The theory side will be externally assessed by two exam papers sat in the summer of Year 11.

Pupils can submit practical elements which have been completed outside curriculum time, for example; golf, horse riding or swimming. However, it is necessary that they provide detailed and comprehensive evidence to support this, including a register of attendance at practice sessions, video evidence and evidence of competition, which will be submitted to school and can be moderated at a later date. This collection of evidence should be started in September of Year 10.



# RELIGIOUS STUDIES

## GCSE Option

This course is designed to help pupils make up their own minds and justify their opinions about religious ideas and moral and ethical issues (issues of right and wrong). They will do this by studying the beliefs and practices of two religions in depth, examining what other people have said on different ethical issues, exploring why they believe the things they do and what impact these beliefs have on people's lives.



Pupils will be studying AQA GCSE Religious Studies (Full Course). The course is split into two components:

### 1. The study of religions: beliefs, teachings and practices

Pupils study the influence of the beliefs, teachings and practices on individuals, communities and societies. Pupils are required to learn about two religions in detail. The two religions that they will be studying are Christianity and Islam.

### 2. Thematic studies

The pupils will then apply this understanding to four ethical themes. These will be:

- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment
- Religion, human rights and social justice

### Skills

The course will help pupils to develop key skills and qualities such as logic, critical thinking, literacy and expression, analysis, independent thought, respect, tolerance, creativity and communication skills.

### Assessment

The pupils will sit two exams at the end of Year 11:

**Component 1 - The study of religions: beliefs, teachings and practices** - 1 hour 45 minutes. It is worth 50% of the total marks.

**Component 2 - Thematic Studies** - 1 hour 45 minutes. It is worth 50% of the total marks.

### Post-16 Opportunities and Careers

Much of the course can be directly linked with other subjects and everyday life, leading to the subject being highly desired in numerous occupations and career choices. Companies and universities recognise the unique skills that a course like this helps to develop and it is looked on very favourably. Religion, philosophy and ethics can be really beneficial to anyone who is looking to work in law, travel, advertising, human resources, diplomacy, publishing, business, charity, journalism, the media and teaching. In every walk of life we will come into contact with people who are religious, non-religious or simply undecided. Religion, philosophy and ethics can give a great understanding of people, whatever career path is chosen. It also encourages pupils to engage with some of the most important ethical issues that we face in contemporary society.

# SEPARATE SCIENCES

## BIOLOGY, CHEMISTRY & PHYSICS

### GCSE Option

#### GCSE Separate Sciences - Biology, Chemistry and Physics (Edexcel)

The Separate Science GCSE route enables pupils to be awarded **three** GCSEs. Pupils will learn the same knowledge and understanding as described for the Combined Science route. In addition, they also require pupils to further develop their subject knowledge and skills to work scientifically in additional depth.

The Separate Science route is a demanding qualification. In order to be successful on this programme of study, you will need to have shown a high level of ability, aptitude, and work ethic during Key Stage 3 in Science. Good study and literacy skills are also essential. As such, Science staff will make informed choices about which route pupils follow, in consultation with parents, based on prior attainment and ongoing data about pupils' progress

#### Assessment of Separate Science

Separate Science is examined at the end of Year 11 (terminal examinations).

- Pupils will sit 2 exams per subject. Each exam is 1 hour 45 minutes in length.
- There is no coursework.
- Exam questions will test pupils' grasp of practical work including planning, analysing and evaluating skills as well as specific designated experiments

GCSE (9-1) Biology	GCSE (9-1) Chemistry	GCSE (9-1) Physics
<b>Biology 1</b> Paper 1 1hr 45 100 marks	<b>Chemistry 1</b> Paper 1 1hr 45 100 marks	<b>Physics 1</b> Paper 1 1hr 45 100 marks
<b>Biology 2</b> Paper 2 1hr 45 100 marks	<b>Chemistry 2</b> Paper 2 1hr 45 100 marks	<b>Physics 2</b> Paper 2 1hr 45 100 marks

#### Further Study

As well as focusing on the individual sciences, each syllabus enables pupils to better understand the technological world in which they live and take an informed interest in science and scientific developments. These qualifications will provide an excellent base for study of more advanced courses, such as A-Levels, which may lead to further training as scientists or practitioners in fields such as medicine or engineering



# KS4 Preferences Form

# 2019

**Name:**

**Tutor Group:**

The table below indicates the range of subjects we *hope* to offer in next year's curriculum. Please indicate your KS4 curriculum preferences in the spaces provided on the table. You must select **FOUR first choice** preferences and **TWO reserve** preferences. In order to guarantee that you qualify for the EBacc, you must include **BOTH** a humanities subject (geography or history) **AND** a modern foreign language (French, German or Spanish) in your first choice preferences. Whilst it is our aim to ensure that as many pupils as possible can study their four first choice preferences, we cannot guarantee that all pupils will get their main four preferences.

Use this copy to record your notes. We will send you a blank form to complete for submission.

KS4 Preference Subjects	My Preferences
<p><b>BLOCK A:</b> You must select <b>ONE</b> of the following subjects as your 'first choice' preference.</p> <p>French Geography German History Spanish</p>	<p>My <b>first choice</b> preference is:</p> <p>1 _____</p>
<p><b>BLOCK B:</b> Please select <b>ONE</b> of the following subjects as your second main preference (do not select the same as you did for Block A); please also select one reserve subject.</p> <p>French Geography German History Spanish</p> <p>Construction Design &amp; Technology Hair &amp; Beauty</p>	<p>My <b>first choice</b> preference is:</p> <p>2 _____</p> <p>My <b>reserve</b> preference is:</p> <p>R _____</p>
<p><b>BLOCK C/D:</b> Please select <b>TWO</b> of the following subjects as your third and fourth main preferences (do not select the same as you did for Block A or B); please also select one reserve subject.</p> <p>Art &amp; Design Business Computer Science* Design &amp; Technology Drama Food &amp; Nutrition</p> <p>French** IT/iMedia* Music PE Religious Studies Separate Sciences (Biology, Chemistry, Physics)</p>	<p>My <b>first choice</b> preference is:</p> <p>3 _____</p> <p>My <b>second choice</b> preference is:</p> <p>4 _____</p> <p>My <b>reserve</b> preference is:</p> <p>R _____</p>

\* Do not choose both Computer Science and IT Certificate in your first choice preferences.

\*\* Requires a one-hour after-school lesson per fortnight

GCSE Dance may be offered as an additional GCSE for a single, small group of pupils who have the necessary ability. However, this will mean losing your Core PE time in order to study it. Tick this box if you wish to be considered for this additional option. [ ]

**Check:**

Have you included **at least one** from the humanities or languages options? [ ]

Have you listed 6 preferences overall in the right-hand column? [ ]

Your four 'first choice' preferences (labelled 1, 2, 3 & 4) are all different [ ]

Signature: \_\_\_\_\_ (pupil) \_\_\_\_\_ (parent)