



CALTHORPE PARK SCHOOL



OPTIONS BOOK

YEARS 9,10 & 11
2025 - 2028

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Key Dates 2025

Tuesday 11 and Thursday 13 March

- Y8 Parent Consultations

Friday 21 March

- Years 9-11 Curriculum Options book made available
- Online presentation sent to students and parents

Thursday 27 March

- Options Evening
- Options Form goes live in Edulink (via parent login)

Monday 28 April

- Options Form deadline

March 2025

Dear Students,

In September you will enter Year 9 and begin the final part of your education at Calthorpe Park.

You have already started GCSE courses in English, Maths and Science. You now have the opportunity to indicate which options courses you wish to study for the next three years.

This book contains most of the information you require, but you also need to have watched the information presentation video and ask questions of the appropriate members of staff before making any decisions. It is important to familiarise yourself with the Key Dates and Options Process pages at the beginning of this book.

Do remember that the choices you make should be based on what you enjoy, where your interests and future aspirations lie, and what knowledge and skills you feel you will need going forward. It is important to not be influenced by those option choices of friends and peers, but you may wish to seek support and advice from your parent(s), Tutor, Head of House or a member of the Senior Leadership Team concerning the options process.

Listen carefully to any advice given and take into account any suggested recommendations made when choosing your option subjects. That said, the final decision is yours and should be given careful consideration. Please be aware that once option choices have been confirmed with you, it is not always possible to make changes to your subjects.

You should also be aware of the following points as they may affect your decisions.

- **A course may not run if there is an insufficient number of students to make it viable**
- **Some combinations of subjects may be impossible to arrange due to timetabling**
- **The need to ensure the quality of the curriculum and learning opportunities for the majority of students on a course may also restrict the flexibility of what can be offered**
- **The school reserves the right to make professional decisions that are in your best interest. Any such decisions will be discussed with you in advance.**

You must submit your form by 5pm on 28 April 2025. Forms will not be considered before this date so please take the time to make the best decision for you.

Yours sincerely,

Mr Borkowski
Deputy Headteacher

OPTIONS PROCESS

THINK about what you would like to do now and, in the future
THINK about your skills and learning style
You may do activities in lessons to support this process



Watch Mr Borkowski's online presentation video, shared on 21 March



Read the Options Book



Talk to your teachers and to your parent(s)



Check your parent can access the Edulink Options Choice Form from Thursday 27 March



Options information in lessons, where relevant



Make your own choices



Submit your Options Form via **Edulink** by **5pm on 28 April**



You will receive a communication telling you
EITHER that you have been offered your first four choices
OR that you have not been offered your first four choices
(In this case, you will be given the opportunity to reconsider your reserve choices or an alternative combination of suggested subjects)

**YOU MAY BE INVITED TO ATTEND AN APPOINTMENT TO DISCUSS YOUR
OPTIONS WITH A SENIOR MEMBER OF STAFF
ANY CHANGES TO OPTION CHOICES AFTER THE DEADLINE DATE MUST BE
REQUESTED BY YOUR PARENT(S)**

All students continue to study the CORE subjects (English, Maths and Science) through to gaining GCSE qualifications.

ENGLISH (Eduqas)

Head of Department: Miss R Fisher

Every student will be taught for both English Language and English Literature, resulting in two GCSE qualifications.

The course aims to develop students' abilities to communicate effectively in speech and writing and to listen with understanding. It enables students to explore their literary interests and be enthusiastic, responsive and knowledgeable readers.

The GCSE course begins in Year 9 with: a study of argument and narrative writing (these skills comprising 50% of the English Language GCSE); a Literature GCSE-style essay based on a whole text study (Of Mice and Men); a Poetry Anthology-style Literature essay based on the study of World War One poetry, non-fiction reading skills and the study of Macbeth to develop an understanding of character, plot and timeline.

GCSE ENGLISH LANGUAGE

The GCSE English Language qualification is made up of two externally assessed examination components and one internally assessed non-examination component. The qualification is designed to help you engage with a wide range of 19th, 20th and 21st century texts (fiction and nonfiction) and to develop critical skills in reading, writing and spoken language. Throughout the course you will learn how to read, understand and analyse literary material from the 20th century as well as nonfiction texts from the 19th and 21st centuries including:

extracts from literary prose letters reviews biographies autobiographies journalism

All reading texts in the examinations will be 'unseen'. This means that the texts on which you have to answer questions will not be ones you have studied in class. In preparation for this, you will be given opportunities to develop the skills necessary to respond to these unseen texts.

The course also provides opportunities for extended creative and non-fiction writing. Throughout the course, you will practise writing for a range of different audiences and purposes and in various formats including:

narrative writing letters articles speeches reports reviews

The Spoken Language non-examination assessment is an endorsement which means it is a compulsory part of the qualification, but the assessment outcome will not form part of the 9-1 grade achieved at the end of the course. Instead, you will receive a separate grade for your performance in Spoken Language (Pass, Merit, Distinction or Not Classified) and this grade will be reported on your certificate. The Spoken Language endorsement requires you to give a presentation in front of an audience and answer questions asked by the audience on your presentation. The topic for the presentation will be chosen by you with guidance from your teacher.

How will I be assessed?

The table below gives information about each assessment. Components 1 and 2 are assessed by external examination. Component 3, the NEA, is assessed internally and moderated externally by WJEC moderators.

Component 1: 20th Century Literature Reading and Creative Prose Writing	
Written examination: 1 hour 45 minutes	40% of qualification
Section A (20%) – Reading	
Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions	
Section B (20%) – Prose Writing	
One creative writing task selected from a choice of four titles	
Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing	
Written examination: 2 hours	60% of qualification
Section A (30%) – Reading	
Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions	
Section B (30%) – Writing	
Two compulsory transactional/persuasive writing tasks	
Component 3: Spoken Language	
Non-exam assessment	Unweighted
One presentation/speech, including responses to questions and feedback	
Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.	
What skills will I develop? GCSE English Language is a core subject and, as such, helps to develop a wide range of transferable skills for employment or further study such as:	Evaluation Research Analytical Presentation and communication Literacy Creative and transactional writing Comparison Summary and synthesis

GCSE ENGLISH LITERATURE

The GCSE English Literature qualification is designed to help you engage with a range of novels, drama and poetry. It will help you develop critical skills in reading and writing, which will also be of use to you in your GCSE English Language studies. Similarly, many of the skills in GCSE English Language will help you in your study of English literature.

At the end of the course you will sit two examination papers. You will be assessed on your knowledge and understanding of four texts in total:

1. A play by Shakespeare
2. Eduqas anthology of poetry from 1789 to the present day
3. A post-1914 play or novel
4. A 19th century novel

There will also be a question on two poems you won't have seen before. To prepare for this, you will be given opportunities to develop the skills necessary to respond to and compare unseen poetry texts.

How will I be assessed?

Component 1: Shakespeare and Poetry	
Written examination: 2 hours	40% of qualification
Section A (20%) Shakespeare	Section B (20%) Poetry from 1789 to the present day
<p><i>Romeo and Juliet; OR Macbeth; OR Othello; OR Much Ado About Nothing; OR Henry V (last assessed 2024 – Twelfth Night from 2015); OR The Merchant of Venice</i></p> <p>One extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list. Learners are not permitted to take copies of the set texts into the examination.</p>	<p>Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.</p> <p>Learners are not permitted to take a copy of the anthology into the examination.</p>
Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry	
Written examination: 2 hours and 30 minutes	60% of qualification
Section A (20%) Post-1914 Prose/Drama	Section B (20%) 19th Century Prose
<p><i>Lord of the Flies (Golding); OR Anita and Me (Syal); OR Never Let Me Go (Ishiguro) (last assessed 2024 – Boys Don't Cry by Malorie Blackman 2015); OR The Woman in Black (Hill); OR Oranges are not the Only Fruit (Winterson); OR The Curious Incident of the Dog in the Night Time (play script) (Stephens); OR A Taste of Honey (Delaney) (last assessed 2024 – Leave Taking by Winsome Pinnock 2025); OR An</i></p>	<p><i>A Christmas Carol (Dickens); OR Silas Marner (Eliot); OR Pride and Prejudice (Austen); OR War of the Worlds (Wells); OR Jane Eyre (Brontë); OR The Strange Case of Dr Jekyll and Mr Hyde (Stevenson)</i></p> <p>One source-based question on a 19th century prose text from the above prescribed list.</p>

<p><i>Inspector Calls (Priestley); OR The History Boys (Bennett); OR Blood Brothers (Russell)</i></p> <p>One source-based question on a post 1914 prose / drama text from the above prescribed list.</p> <p>Learners are not permitted to take copies of the set texts into the examination.</p>	<p>Learners are not permitted to take copies of the set texts into the examination.</p>
<p>Section C (20%) Unseen Poetry from the 20th/21st Century</p>	
<p>Two questions on unseen poems, one of which involves comparison.</p>	
<p>What skills will I develop?</p> <p>GCSE English Literature helps to develop a wide range of transferable skills in reading and writing, many of which will be of use in your other GCSEs, in particular GCSE English Language, and for employment and further study:</p> <p>Writing skills Literacy skills Comparison skills Close reading skills Evaluation skills Analytical skills Presentation and communication skills</p>	<p>What will I gain from the course?</p> <p>GCSE English Literature is a widely valued qualification for further study and employment. It's usually required of those who wish to study the subject at A level, but it also helps provide the skills and knowledge required in a wide range of other areas.</p> <p>More generally, study of the subject provides ample opportunity to consider and discuss a wide variety of human experience. Most of all though, we hope that it will help you to develop an enjoyment of reading which will enhance your life for many years to come.</p>

We teach the KS3 syllabus in year 7 and year 8.

The GCSE Mathematics course will begin at the beginning of year 9 and is then taught throughout years 10 and 11. Students will be taught by ability and at a level appropriate for their ability.

The subject content comprises the following components

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measure
- Probability
- Statistics (Data Handling)

How you are assessed

Three x 1 hour 30 minute papers, written external examinations. One non-calculator and two calculator papers, comprising all work in the scheme of work during the summer examination series.

Options to enter for a Higher or Foundation tier. A student can obtain a grade 5 if they are entered on the Foundation paper. There is an erroneous idea that a student completing the Foundation paper has an inferior pass to one completing the Higher paper and this is simply not true. We will always ensure that students are entered for the correct tier according to their ability, and in many instances, the Foundation paper will be more suitable and accessible to a student. We would welcome an open discussion regarding this as they approach the final entry decision.

Maths Post 16 Pathways

While a grade 4 (a standard pass) is enough to ensure that students do not have to retake Mathematics at college, all academic college courses including A-Levels currently require a **minimum of a grade 5** (a “strong” pass) and sometimes higher depending on the course one wishes to study.

There are very few jobs for which a grade 5 or above in GCSE Maths is not one of the criteria for application.

Students wishing to study Science courses beyond GCSE will need a minimum of **grade 6** at GCSE Maths and should seriously consider taking Mathematics at A Level in conjunction.

SCIENCE

Head of Department: Mrs D Proctor

We believe that Science has something to offer every student. It suits students of all abilities and all aspirations.

The subject content and required practical in the AQA specification that we use for GCSE Biology, Chemistry and Physics have the flexibility of either Foundation or Higher Tier exam papers to optimise success for students.

Students will sit all their exams at the end of the course. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas as shown below. Questions are in the form of multiple choice, structured, closed short answer, and open response.

Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics• Homeostasis and response• Inheritance, variation and evolution• Ecology	<ul style="list-style-type: none">• Atomic structure and the periodic table• Bonding, structure, and the properties of matter• Quantitative chemistry• Chemical changes• Energy changes• The rate and extent of chemical change• Organic chemistry• Chemical analysis• Chemistry of the atmosphere• Using resources	<ul style="list-style-type: none">• Energy• Electricity• Particle model of matter• Atomic structure• Forces• Waves• Magnetism and electromagnetism

Other Courses (non-examination):

In addition, there are some non-examination courses which all students follow.

Physical Education (which has an element of choice within it)
There will also be time allocated to the study of Philosophy and Ethics, Personal, Social, Health, Careers, Citizenship and Enterprise Education, ICT skill development, study skills, some opportunity for independent project work and additional qualifications

Year 9-11 Calthorpe Core Subjects

We highly recommend that all students study at least one of the following courses as part of their options choices

The first choice of option must therefore be from one of the following courses

- **Computer Science**
- **French**
- **Geography**
- **German**
- **History**
- **Spanish**

The only restriction on the other three option choices will be to ensure a degree of balance and that courses do not put grade ceilings on a student's aspirations or potential.

Students can, if appropriate, study more than one of the subjects listed in the CALTHORPE CORE courses.

This pathway fully complies with the school's curriculum philosophy and policy regarding breadth and balance. It will also ensure that any possible future improved requirements for entry to Further/Higher Education are met.

Over the course of the next 3 years, we will continue to monitor all students progress and success in their chosen option subjects. As a result of this process, we may be in contact with parents/cares if we feel that a more appropriate provision should be considered.

Choose SIX subjects from the list below.

Put them carefully in order of preference.

You will study FOUR courses out of the six.

- Art, Craft & Design
- Business Studies
- Business & Enterprise NCFE
- Computer Science
- Design and Technology (Resistant Materials, Systems and Control, Graphic Products or Textiles)
- Drama
- Food Economics (BTEC)
- Food Preparation and Nutrition
- French
- Geography
- German
- Health and Social Care (BTEC)
- History
- Interactive Media (NCFE Technical Award)
- Music
- Music Technology (NCFE Technical Award)
- Philosophy & Ethics and Religious Education
- Photography
- Physical Education (GCSE)
- Physical Education (OCR National Award in Sports Studies)
- Psychology
- Spanish

OPTIONS SUBJECTS



Overview

This course promotes learning across a variety of experiences and through various processes, tools, techniques, materials, and resources to generate different kinds of evidence of working and outcomes. The GCSE Art, Craft, and Design course offered by AQA is vibrant and dynamic, designed to inspire and suit students who have a love of art and motivation to work in a mature and independent manner. This course provides a broad and flexible curriculum that allows students to explore their creativity and develop a wide range of skills.



Keys for success

- **Develop Practical Skills:** Increase awareness and understanding of art and artists.
- **Meet Deadlines:** Complete set targets within the given time limit.
- **Homework:** Minimum requirement of 2 hours a week in Year 9.
- **Enthusiasm and Commitment:** Be open to exploring new mediums, skills, and techniques.
- **Creativity:** Express yourself and find creative solutions for a wide range of situations.
- **Independence:** Work independently outside of lesson time.
- **Booster Sessions:** Attend after-school booster sessions weekly.

Course Structure

Year 9: Foundation year with three projects exploring different disciplines:

- **3D Design:** Working in clay, exploring the theme of Organic Structures, producing ceramic outcomes.
- **Textile Design:** Developing drawing and painting through the theme of Pattern.
- **Fine Art:** Theme of Identity and Human Form, developing mixed media including photography and painting.

Year 10: Continue exploring a wide range of ways of working within additional projects such as Urban Landscapes, Still Life, and personal choice of seven options in the final term leading to the Sustained Project in Year 11 Autumn term. Students will choose a discipline to develop personal responses, working with Clay, Textiles, Graphics, or Fine art based.

Year 10 Controlled Assessments: Up to two 5-hour controlled assessments during the coursework component.

Assessment Components

Areas of Study

- **Three-Dimensional Design:** Ceramics
- **Fine Art:** Drawing, painting, sculpture, and printmaking.
- **Textile Design:** Surface pattern and print, access to stitching/sewing machines.

Skills Developed

- **Creativity and Imagination:** Encouraging innovative thinking and unique artistic expression.
- **Technical Proficiency:** Mastering various artistic techniques and media.
- **Critical Thinking:** Analysing and evaluating art and design works.
- **Communication:** Effectively presenting ideas visually and verbally.
- **Problem-Solving:** Developing solutions through creative processes.

Progression

This course provides a strong foundation for further study at AS and A-level, pursuing Graphic Design, Textile-Fashion, 3D Design, Ceramics, Fine Art, Illustration, Film & Media, Stage Design, Architecture, and Interior Design. It equips students with the skills and confidence to pursue careers in the creative industries.

Support and Resources

- **Teacher Guidance:** Experienced teachers provide personalized support and feedback.
- **Workshops and Extra-Curricular Activities:** Opportunities to enhance learning outside the classroom.
- **Access to Art Facilities:** Specialist ceramic studio alongside three other well-equipped studios and resources to support creative work.

Choosing GCSE Art, Craft, and Design is a step towards a creative and fulfilling future. We look forward to seeing your artistic journey unfold!

HOW YOU ARE ASSESSED

Portfolio (60% of GCSE)

- Work developed from personal and/or given starting points.
- Showcase a range of skills, techniques, and processes.
- Include research of artists and designers, development of ideas, experimentation with media, and presentation of final outcomes.

Externally Set Assignment (40% of GCSE)

- Respond to a theme set by AQA.
- Preparatory period of 7 weeks in January & February followed by 10 hours of supervised time to create a final piece.



Overview

The course will give students the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide students with a firm foundation for further study.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Assessments**Paper 1: Influences of operations and Human Resources management on business activity**

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

HOW YOU ARE ASSESSED

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Paper 2: Influences of marketing and finance on business activity

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

HOW YOU ARE ASSESSED

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Overview

This course encourages students to develop the practical skills and applied knowledge they'll need in the Business and Enterprise sector. Students put their learning into practice and develop valuable transferable skills.

The Level 1/2 Technical Award in Business and Enterprise is designed for learners who want an introduction to business and enterprise that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the business sector or progress onto further study.

The NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X) is aimed at 14 to 16 year olds studying key stage 4 (KS4) curriculum who are interested in the business and enterprise sector.

This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction* (equivalent to GCSE grades 8.5 to 1).

Content Areas

Content area 1: Entrepreneurship, business organisation and stakeholders
Content area 2: Market research, market types and orientation and marketing mix
Content area 3: Human resource requirements for business and enterprise
Content area 4: Operations management
Content area 5: Business growth
Content area 6: Sources of enterprise funding and business finance
Content area 7: The impact of the external environment on business and enterprise
Content area 8: Business and enterprise planning

Assessment

The qualification has 2 assessments externally-set by NCFE: **one** non-exam assessment and **one** written examined assessment.

Assessment breakdown		<ul style="list-style-type: none"> 1 hour 30 minutes examined assessment 21 hours non-exam assessment
Non-exam assessment (NEA)	Weighting (60%)	Externally-set, internally marked and externally moderated: <ul style="list-style-type: none"> synoptic project
Examined assessment (EA)	Weighting (40%)	Externally-set and externally marked: <ul style="list-style-type: none"> written exam
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Overview

This GCSE course is designed for students to gain an understanding of the fundamentals of computer science. Students are already familiar with the use of computers and other related technology; however, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Due to the high level of coding and mathematical content, a grade 5 or higher in Maths would be recommended.

Aims and Benefits of the Course

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or University will have an advantage over their colleagues who are picking up the subject at these levels.

The course will develop critical thinking analysis and problem-solving skills. For many students it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course makes an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Programming

Since one of the aims of the course is for students to understand computing through practical programming, the majority of the course will involve hands-on programming tasks. The main programming language taught will be Python, which is available as a free download, allowing students to develop their programming skills at home as well as in school.

How you are assessed

The assessment for your GCSE Computer Science course will consist of two components.

Paper 1

The first written paper (Principles of Computer Science) will include questions that target computer-related mathematics. It will last 1 hour and 40 minutes and count for 50% of your final grade.

Paper 2

The second paper a practical paper (Application of Computational Thinking) will contain questions based on a scenario. It will last 2 hours in total and will count for another 50% of your final GCSE grade.

Overview

Technology is a rapidly developing GCSE as this subject prepares students for possible employment within the growth industries of Technology and Engineering within the UK. There are many clear links between Design and Technology; Maths, Science and Computing. Design Technology as a subject, challenges the students to think and be creative, developing solutions to new or existing problems, to develop prototype models and to understand the world around them.

In Year 9, Design and Technology studies will include modules in Graphic Products, Resistant Materials and Electronics. Students that select a specialism in Textiles will focus more thoroughly on this aspect in addition to the other disciplines. These are the core requirements of the exam and gives a sound foundation to the rest of the course. In Year 10, students will specialise in an area of their choice which will support both their work in Year 10, Year 11 and the written exam. They will work through a fun coursework project (NEA) so they can understand the ideas behind design and prototype manufacture. This will give all our students a broader depth of knowledge and confidence in different processes including CAD/CAM systems and how to create a high-quality outcome. For their individual GCSE project, Year 11 students will then select a title from the exam board and solve a problem of their choice. Students will use a client to help develop their solution which they will then model and manufacture.

Aims of the Course

The GCSE Design and Technology course will prepare students to participate confidently and successfully in an increasingly technological world and will help them to be aware of, and learn from, wider influences on Design and Technology, including historical, social/cultural, environmental and economic factors. The knowledge, understanding and skills that all students must develop include both technical principles and designing and making principles.

Technical Principles

- The impact of new and emerging technologies on industry, sustainability, people, culture, society and the environment, production techniques and systems.
- How the critical evaluation of new and emerging technologies informs future design decisions.
- How energy is generated and stored to choosing and using appropriate sources to make products and to power systems.
- Developments in modern and smart materials, composite materials and textiles.
- How electronic systems provide functionality to products and processes. This includes sensors and control devices, which respond to a variety of inputs and devices to produce a range of outputs.
- The use of programmable components to embed functionality into products to enhance and customise their operation.
- The functions of mechanical devices to produce different sorts of movement, changing the magnitude and direction of forces.
- The categorisation of the types and properties of papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting plastics, and a range of natural and synthetic textiles.

Design and Making Principles

- Identify and understand client and user needs through the collection and analysis of research data.
- Demonstrate an ability to write a design brief and specifications from their own and others' considerations of human needs, wants and interests.
- Investigate factors, such as environmental, social and economic challenges, to identify opportunities and constraints that influence the processes of designing and making.
- Explore and develop their ideas, testing, critically analysing and evaluating their work to inform and refine their design decisions, thus achieving improved outcomes.
- Investigate and analyse the work of past and present professionals and companies in the area of Design and Technology to help inform their own ideas.
- Develop, communicate, record and justify design ideas, applying suitable techniques such as 2D and 3D drawings, annotated sketches, exploded diagrams and working drawings.
- Design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation.
- Make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.

HOW YOU ARE ASSESSED

Non-Exam Assessments (50%)

Design and Manufacturing task based upon a context produced by the exam board. Students are assessed on their ability to produce a workable design solution to a problem that they have identified within the context. This is to be completed in Year 11 as topics are issued by the exam board in June of Year 10.

Exam (50%) – 2 hours

Section A: multiple choice questions –structured to reflect the sections of the specification.
Section B: questions varying in styles of approach and content, across all Design and Technology.
Section C: longer, more detailed exam questions which investigate specific subject knowledge.

Overview

This varied and challenging three-year course is designed to give students a good grounding in Drama as a specialist art form and is a worthwhile course for anyone interested in Drama and Theatre in general. Those students who have successfully completed the course in previous years have gone on, very well prepared, to post-16 courses in 'A' Level Theatre Studies, 'A' Level Performing Arts, BTEC Performing Arts and National Diplomas.

Aims of the Course

This syllabus aims to give students the opportunity to develop their ability to:

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performance.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices.

Component 1: Understanding Drama

What is assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play (selected by the exam board)
- Analysis and evaluation of the work of live theatre maker

HOW YOU ARE ASSESSED

- Written exam: 1 hour and 45 minutes
- Open book
- Questions in exam will consist of:
 - Section A: multiple choice (4 marks)
 - Section B: four questions on a given extract from the set play chosen (44 marks)
 - Section C: one question (from a choice of three) on a single live theatre production (32 marks)
- 80 marks (40% of GCSE)

Component 2: Devising Drama (Practical)

What is assessed?

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

HOW YOU ARE ASSESSED

- Devising log
- Devised performance
- 80 marks in total (40% of GCSE)

This component is marked by teachers and moderated by AQA

Component 3: Texts in Practice (Practical)

What is assessed?

- Performance of two extracts from one play
- Free choice of play but it must contrast with the set play chosen for Component 1

HOW YOU ARE ASSESSED

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE
- This component is marked by AQA



Overview

The Food Preparation and Nutrition syllabus fulfils the requirements of the National Curriculum for a full GCSE certificate. If you enjoy investigating the scientific properties and nutritional aspects of a variety of different foods and what effect they have on the human body, researching about different cuisines and cultures, cooking, and want to improve your practical skills in order to be able to present high quality dishes, then this is the course for you.

The course will consist of a combination of theory lessons, practical cooking skills, researching, and experimental investigations looking at the scientific aspect of food and writing them up into reports. There will be theory and exam practise throughout the course and there will be weekly home learning and different extended projects throughout. Food Preparation and Nutrition is also a practical subject and you can expect to carry out practical work in some double lessons, which means buying and bringing in ingredients to cook with, apron, and containers to take food home in. This will require a high level of organisation. More information on the course is available on the AQA website in the GCSE Food Preparation and Nutrition section.

Aims of the Course

This course gives candidates a life skill and is a foundation for college courses and careers in a great variety of food industries, such as food science, sports dietitian, medical dietitian, food product design and development, food safety and hygiene, buying for large stores, nutritional and scientific development of food products, catering and hospitality, etc.

HOW YOU ARE ASSESSED

Non Exam Assessments (worth 50%)

Task 1: The Food Investigation (15%)

2,000 word investigation on a scientific element of food substance or reaction

Task 2: The Food Preparation Assessment (35%)

A **20 page portfolio document** researching and developing towards a brief given by exam board.

Along with this, there is a **three-hour practical exam**, where students have to make and present three final dishes each. *These tasks both have to be carried out in Year 11, as the exam board will only release the material in September and then November. Examples can be seen on display in room 27.*

Exam (worth 50%) – **1 hour 45 minutes**

Section A (20 marks):

Multiple choice questions – structured to reflect the sections of the specification 9

Section B (80 marks):

Questions varying in styles of approach and content

Overview

Unit aim: This unit aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge.

The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century. In this unit, learners will be introduced to basic cooking skills by following recipes for simple dishes and learning how to use kitchen equipment safely. Each recipe is underpinned with knowledge about sourcing food, nutrition, hygiene and food safety where relevant. Learners will demonstrate their skills by following a recipe. Learners will consider the value of acquiring skills for cooking at home and explore ways to pass on their knowledge of cooking skills to others. This unit aims to give learners the skills and confidence to enjoy cooking at home, to continue cooking for themselves and their families and to inspire others to do so.

How you are Assessed

Assessment 1: Can take the form of a plan which must include the courses learners have decided to prepare, the ingredients needed and where these will be sourced, and timings for assembling ingredients and equipment, preparation, cooking and presenting the meal. The plan should also show how the meal will contribute to a balanced diet.

Assessment for criteria 2.1, 2.2, 2.3 and 2.4 could be linked to one practical task; much of the evidence required may be provided by a witness testimony from the tutor. To meet criterion 2.1, learners need to follow the instructions for preparing the ingredients in the recipes for two courses by selecting the correct ingredients and using the measurements and preparation methods given. The two courses could comprise: a starter and a main course, a main course and a dessert or a starter and a dessert. For 2.2, learners need to demonstrate the cooking skills required by the recipes. 2.3 requires learners to prepare and cook the food safely and hygienically. For 2.4, learners will need to present the meal attractively. Evidence for this criterion may include peer assessment following eating the meal, photographic evidence, witness testimony from the tutor. Alternative methods of evidencing learning may be used.

Criterion 3.1 may be assessed through one-to-one discussions with the tutor or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification. Learners need to suggest at least three different ways to economise when cooking at home. Responses may relate to the recipes chosen for the meal selected in learning outcome 1 or examples may be given from other recipes.

For criterion 4.1, learners must provide evidence of how they have passed on information to others about cooking skills at home. Evidence may include: photographs of family meals supported by a brief statement from a participant, photographs of cooking with family members, copies of emails.

Learning outcome 1: Be able to plan a nutritious, home-cooked meal using basic ingredients

1.1

- *Planning:* selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food, contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment

Learning outcome 2: Be able to prepare, cook and present a nutritious, home-cooked meal using basic ingredients

2.1

- *Selecting ingredients.* factors e.g. fresh, seasonal, locally produced
- *Kitchen basics:* store cupboard ingredients eg. oil, vinegar, seasonings, spices, flour, sugar, stock cubes, tinned food (tomatoes, tuna), rice, pasta, frozen food (peas, sweetcorn, pastry), kitchen equipment e.g. knives, saucepans, frying pan, mixing bowls, measuring jug
- *Recipes:* eggs, eg. poached eggs, folded omelettes and frittata;
- Breakfasts, eg. French toast, porridge with different toppings, cooked breakfast:
- Packed lunches, eg. homemade pasty;
- Soups, eg. roasted squash soup
- Salads, eg. Caesar salad and warm salads
- Bread, eg. pizza with toppings, basic loaf
- Pasta, eg. lasagna
- Vegetables, eg. potatoes dauphinoise, roasted vegetables
- Mince, eg. shepherd's pie, vegetarian burger (including salad and potato wedges)
- Stews, eg. hotpots, pies, dumplings and curry
- Fish, eg. fish pie pan fried tuna with tomato and coriander salsa, Italian spaghetti with prawns
- Quick cooked meat, eg. chops with mixed herbs
- Puddings, eg. apple pie, bread and butter pudding,
- Barbecue food, eg. vegetables in foil, marinated lamb kebabs
- Stir fries, eg. vegetable, chicken, rice
- Fruit, eg. baked apples, grilled fruit
- Baking, eg. Victoria sponge, cupcakes and muffins
- Chicken, eg. roast chicken dinner

2.2

- *Skills:* preparation skills eg. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling
- *Following recipes:* weights and measures eg. use of scales, measuring jugs and spoons, oven temperatures, timings

2.3

- Food safety and hygiene: food storage eg. raw meat on the bottom shelf or the fridge
- Food labelling eg. follow storage instructions. Use by dates
- Food preparation
eg. wash and dry hands before handling food. keep surfaces clean. keep raw fish and meat away from other food, cover cuts ensuring meat properly cooked: storing leftover food e.g. cooling quickly, refrigerating or freezing; using knives safely

2.4

- *Meal presentation:* portion size; colour, temperature of food; relaxed atmosphere; table setting

Learning outcome 3: Understand how to cook economically at home

3.1

- *Cooking economically:* meal planning. buy food in season: plan ahead: buy in larger quantities to cook and freeze eg. mince for Bolognese sauce; use left overs eg. potato salad. chicken sandwich; ask advice when shopping eg. from butcher about alternative cuts of meat

Learning outcome 4: Be able to pass on information about cooking meals at home from scratch

4.1

- *Ways to pass on information:* inspire others; share recipes eg. written, email; cook with family members eg. children; cook for friends and family; 'cook and eat' groups; lunch clubs

Overview

In a world in which communication across the world is now so easy, why not choose to continue learning French?

Although GCSE success is a high priority within the department, this is not at the expense of interest and enjoyment of this subject, and we hope you go on to find French fun and rewarding both at school and in later life.

Your French teacher will offer you advice on your suitability for the course. Please listen to the advice given as qualifications in French will certainly be an asset in the job market both at home and abroad.

Aims of the course

- To develop your use of French so that you can communicate with others.
- To develop a sound basis of skills required for work, leisure and further study.
- To give insights into the culture and civilisation of France.
- To generate an enthusiasm for learning a language.
- To give you a sense of achievement and success.

There are two tiers of entry for all four skills: Foundation and Higher. There are four different skill areas which will be assessed:

- Listening and Understanding
- Speaking
- Reading and Understanding
- Writing

The above four skills are developed through the following topics:

Theme 1: People and Lifestyle

Theme 2: Popular Culture

Theme 3: Communication and the world around us

The topics are practical and help you communicate with others. They focus on you and allow you to give your views on a range of discussion topics.

We don't use a textbook in MFL, but you will have access to a bespoke GCSE Support Booklet for the 3 years of the course. In addition, we will use many extra materials to make the lessons varied and interesting, including audio and visual material.

HOW YOU ARE ASSESSED

The following are the GCSE exams which students will undertake over the course of Years 9, 10 and 11:

Skill	Exam	Weighting
Listening	<p>Understanding and responding to different types of spoken language, including dictation.</p> <p>Foundation: 35 minutes Higher: 45 minutes</p> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played and 2 minutes at the end of the recording for students to check their work).</p>	25% of final grade
Reading	<p>Understanding and responding to different types of written language and includes a translation from French into English.</p> <p>Foundation: 45 minutes Higher: 1 hour</p>	25% of final grade
Speaking	<p>The exam includes one role-play, one photo-card activity and a read aloud task.</p> <p>Foundation: 7–9 minutes + 15 minutes preparation time Higher: 10–12 minutes + 15 minutes preparation time</p>	25% of final grade
Writing	<p>Communicating effectively in writing for a variety of purposes, through open-ended tasks and a translation exercise from English into French.</p> <p>Foundation: 1 hour 10 minutes Higher: 1 hour 15 minutes</p>	25% of final grade

All four exams will take place at the end of the course in May/June of Year 11

Overview

This course is a modern look at the world around us, covering both traditional human, environmental and physical geography topics with contemporary examples. It is an ideal course for anyone who enjoys the world around them and is interested in how decisions they make on a day-to-day basis could create alternative futures for the planet.

The course has three components:

1. Global Geographical Issues (37.5%: 94 marks)

Section A: Hazardous Earth

An overview of global atmosphere circulations, changing climate, extreme weather hazard and tectonic hazards.

Section B: Development Dynamics

An overview of global inequalities, development and the consequences on people and the environment.

Section C: Challenges of an Urbanising World

An overview of causes and challenges of rapid urbanisation.

HOW YOU ARE ASSESSED

Externally assessed written exam taking 1 hour 30 minutes with three 30 marks sections made up of multiple-choice questions, short open responses and extended writing questions and calculations. There are up to four additional marks awarded for spelling, punctuation and use of specialist terminology.

2. UK Geographical Issues (37.5% - 94 marks)

Topic 4:

The UK's Evolving Physical Landscape - physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time focusing on. Subtopics are focuses on: coastal change and conflict and river processes and management.

Topic 5:

The UK's Evolving Human Landscape - changing and varied human landscapes of the UK including sub-topics Subtopics are focuses on: dynamic inner cities and peripheral rural areas.

Topic 6:

Geographical Investigations - including **one** physical fieldwork task linked to Coastal change and conflict and **one** human fieldwork task linked to Changing Urban settlements. **These geographical investigations are delivered as part of 2 days of fieldtrips one to an urban environment (Year 10) and the second to a coastal area (Year 11). These trips are a vital part of our course requirements and must be undertaken.**

HOW YOU ARE ASSESSED

Externally assessed written exam taking 1 hour 30 minutes the exam includes multiple-choice questions, short open responses, calculations and extended writing questions. There are up to four additional marks awarded for spelling, punctuation and use of specialist terminology.

3. People and Environment Issues - Making Geographical Decisions (25% - 64 marks)

Topic 7:

People and the biosphere - global distributions and characteristics of large-scale ecosystem.

Topic 8:

Forests under threat - detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity.

Topic 9:

Consuming energy resources - a study of renewable and non-renewable energy supply and demand.

HOW YOU ARE ASSESSED

Externally assessed written exam for 1 hour 30 minutes including multiple choice questions, short open responses and extended writing questions. The final section will offer a choice of one from 3 decisions assessed through a 12 mark extended writing question.

Geography Based Careers

Geography teaches a range of employable and transferable skills: primary data collection and research, report production, secondary research, ICT skills of data presentation and GIS. The ability to combine both arts and sciences is crucial for an understanding of the future world we live in. According to the Guardian (2012) Geography and Psychology students are the most highly employed graduates mainly due to their transferable skills.

The following are just some of the jobs your Geography knowledge could support you in (for more information and a list of famous Geographers please see your teacher): sustainable planning, townplanning, researcher, explorer, environmentalist, architect, marine biologist, outdoor activities, teacher, pilot, armed forces, volcanologist, flood planning, environment agency, shop or business owner/worker, politician, computer mapper, distribution, systems analyst, rescuer, aid worker, journalist.

Overview

In a world in which communication across the world is now so easy, why not choose to continue learning German?

Although GCSE success is a high priority within the department, this is not at the expense of interest and enjoyment of this subject, and we hope you go on to find German fun and rewarding both at school and in later life.

Your German teacher will offer you advice on your suitability for the course. Please listen to the advice given as qualifications in German will certainly be an asset in the job market both at home and abroad.

Aims of the Course

- To develop your use of German so that you can communicate with others
- To develop a sound basis of skills required for work, leisure and further study
- To give insights into the culture and civilisation of Germany
- To generate an enthusiasm for learning a language
- To give you a sense of achievement and success

There are two tiers of entry for all four skills: Foundation and Higher. There are four different skill areas which will be assessed:

- Listening and Understanding
- Speaking
- Reading and Understanding
- Writing

The above four skills are developed through the following topics:

Theme 1: People and Lifestyle

Theme 2: Popular Culture

Theme 3: Communication and the world around us

The topics are practical and help you communicate with others. They focus on you and allow you to give your views on a range of discussion topics.

We don't use a textbook in MFL, but you will have access to a bespoke GCSE Support Booklet for the 3 years of the course. In addition, we will use many extra materials to make the lessons varied and interesting, including audio and visual material.

HOW YOU ARE ASSESSED

The following are the GCSE exams which students will undertake over the course of Years 9, 10 and 11:

Skill	Exam	Weighting
Listening	<p>Understanding and responding to different types of spoken language, including dictation.</p> <p>Foundation: 35 minutes Higher: 45 minutes</p> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played and 2 minutes at the end of the recording for students to check their work).</p>	25% of final grade
Reading	<p>Understanding and responding to different types of written language and includes a translation from French into English.</p> <p>Foundation: 45 minutes Higher: 1 hour</p>	25% of final grade
Speaking	<p>The exam includes one role-play, one photo-card activity and a read aloud task.</p> <p>Foundation: 7–9 minutes + 15 minutes preparation time Higher: 10–12 minutes + 15 minutes preparation time</p>	25% of final grade
Writing	<p>Communicating effectively in writing for a variety of purposes, through open-ended tasks and a translation exercise from English into French.</p> <p>Foundation: 1 hour 10 minutes Higher: 1 hour 15 minutes</p>	25% of final grade

All four exams will take place at the end of the course in May/June of Year 11

Overview

The content of this BTEC Tech Award Level 1/2 in Health and Social Care has been designed to enable students to develop a range of skills, techniques and attributes essential for successful performance in the Health and Social Care sector. The course is made up of three components delivered across Years 9, 10 and 11, where students will learn about:

- How we develop from an infant through to old age.
- Health and Social Care services and values.
- Understanding health and well-being.

There is a balance of practical skill development and theoretical knowledge requirements, including the use of case study materials set within Health and Social Care and visits from local Health and Social Care users/services to share their experiences.

Aims of the Course

Component 1: Human Lifespan Development - Coursework Assignments (30%)

- Explore how individuals develop physically, emotionally, socially and intellectually over time.
- Investigate how various factors, events and choices impact individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

Component 2: Health and Social Care Values - Coursework Assignments (30%)*

- Learn which health and social care services are available.
- Identify why people might need to use these services.
- Explore what might stop people from accessing the services they need.
- Look at the care values the sector has to make sure people get the care and protection they need.

Component 3: Health and Wellbeing - External Assessment (40%)

- Learn what 'being healthy' means to different people and explore the different factors that might influence health and wellbeing
- Assess an individual's health using data and from what they've learned
- Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available.

Progression

Students may wish to progress onto the Edexcel BTEC Level 3 Diploma in Health and Social Care offered within Further Education, other Level 3 courses or A levels.

Taking this course does not mean that you have to pursue a career in Health or Social Care.

HOW YOU ARE ASSESSED

The course covers three components (120 guided learning hours)

Course Components:

1. Human Lifespan Development: Internal assessment (Pearson Set Assignment) with 4 tasks externally moderated (30%)
2. Health and Social Care Values: internal assessments (Pearson Set Assignment) with 5 tasks externally moderated (30%)
3. External synoptic examination: externally marked (40%)

Overview

The course teaches students how to research and investigate diverse topics independently, using a range of various sources, to support and challenge an argument and to analyse and evaluate issues and events - all skills which can be used as a foundation for further study of any subject at A Level or for employment.

Aims of the course

- To develop critical and reflective independent thinkers with enquiring minds.
- To develop students' knowledge and understanding of certain periods, societies, and aspects of history.
- To develop a range of high-level specific skills e.g., analysis, synthesis, and evaluation.
- To develop organisational and communication skills.
- To enable students to have a better understanding of the present through the events and interpretations of the past.

Overview of Study

The course provides a fascinating insight into various aspects of history. **The Thematic Study** aims to unravel the continuities and changes in the history of crime and punishment and encourages students to relate past with present, whilst the linked **Historic Environment Study** focuses on the relationship between crime in Whitechapel and the developments in policing. The **Period Study** provides students with an understanding of Superpower relations after World War II and the key events of the Cold War. This is contrasted with the **British Depth Study**, which gives a fascinating insight into early Elizabethan England. Finally, the **Modern Depth Study** allows students to investigate the dramatic period of life in Germany between 1918 and 1939.

Content

Thematic Study - Crime and Punishment (c1000 -present day)

A journey through the story of Crime and Punishment, beginning in Medieval England and moving through to the present. Torture, witches, highwaymen and the death penalty are just some of the topics that will be studied.

Historic Environment - Whitechapel, Crime, Policing and the Inner City (c1870-c1900)

This looks at the issue of crime and policing in the thriving, yet deprived, area of Whitechapel in London. A one-day trip to Whitechapel will be offered.

Modern Depth Study - Life in Germany (1918-1945)

Students will study the end of World War I, the Weimar Republic, the rise of the Nazi Party and the impact that had on all aspects of people's lives in Germany.

British Depth Study - Early Elizabethan England (1558-1588)

Students will begin by investigating the problems facing Elizabeth I when she became Queen in 1558. Students will then study one of the most innovative and dramatic periods in English History. The impact of religious, political, and social change will be studied through the reign of one of England's most successful monarchs.

Period Study - Superpower - Relations and the Cold War (1941-1991}

What were the causes of the Cold War and how did the world come to the brink of nuclear disaster during the Cuban Missile Crisis of 1962? This unit focuses on the transition from war time alliances to peace time rivalry between the USSR and USA.

Enrichment

To support the GCSE 9-1 Edexcel History Course, the History department is hoping to offer the following enrichment opportunities:

Year 11: 3 Night Stay in Berlin, including a visit to a Nazi Concentration Camp.

These enrichment opportunities are subject to approval each year, but we hope they can continue to be embedded into the History Enrichment Programme that we offer our GCSE students.

HOW YOU ARE ASSESSED				
Paper	Theme	Topics	Assessment	Weighting
1	Thematic Study and Historic Environment	Crime and Punishment in Britain, c1000-present day <i>and</i> Whitechapel, crime, policing and the inner city, c1870-c1900	1 hour 20 minutes exam	30%
2	Period and British Depth Study	Superpower relations and the Cold War, 1941-91 <i>and</i> Early Elizabethan England, 1558-88	1 hour 50 minutes exam	40%
3	Modern Depth Study	Weimer and Nazi Germany, 1918-39	1 hour 30 minutes exam	30%

Overview

Interactive Media involves working with digital media electronic text, graphics, moving images and sound, and combining them into a structured digital computer-based project. It is equivalent to GCSE grades 4-9. The qualification focuses on an applied study of the interactive media sector and learners will gain a broad understanding and knowledge of working in this sector.

Benefits of Interactive Media

- Develop your knowledge of the Interactive Media sector and understand the vocational requirements of tasks set during the course
- Develop your ability to manage information and data in a variety of applications
- Develop your ability to plan and prioritise tasks effectively
- Develop your ability to accurately test and evaluate your own work
- Identify and experiment with interactive media products, materials, techniques and processes
- Learn about the interactive media industry and associated job roles
- Work to interactive media briefs, refining, developing and selecting ideas
- Form an interactive media portfolio

What is the Interactive Media Level 2 worth?

Students will be given a grade for each unit completed. The grades a student can be awarded are Pass, Merit, Distinction, Distinction*. Once they have been awarded a grade for all the units and overall average will be taken for their final grade.

GCSE equivalent grade breakdown

Pass GCSE grade 4/5

Merit GCSE grade 5/6

Distinction GCSE grade 7/8

Distinction * GCSE grade 9

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The qualification has 2 assessments externally set by NCFE: one NEA and one written EA. Only one attempt at each assessment is permitted.

Non-exam assessment (NEA)	
Assessment method	Description
NEA Externally set Internally marked and externally moderated	60% of the technical award 120 marks The completion time for the NEA is 17 hours, plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
NEA availability	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully. A different NEA brief will be released every September.

Examined assessment (EA)	
Assessment method	Description
EA Externally set Written examination Externally marked	40% of the technical award Written examination: <ul style="list-style-type: none">• 80 marks• 1 hour 30 minutes• a mixture of multiple-choice, short-answer and extended-response questions The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
EA availability	The examination date is expected to take place in May/June every year Please refer to the external assessment timetable available on the NCFE website.

Overview

The GCSE Music course provides students with a wide range of musical experiences and promotes musical development through three key areas – **performing, composing** and **appraising**. This will allow you to develop skills equally in all three areas, and to become a capable musician.

Performing

Students work individually, in pairs, in small groups and as a class rehearsing and performing a wide range of music which relates to topics covered in the listening work. Students may use an orchestral instrument, may sing or may use an electronic keyboard. Opportunities for experienced musicians to extend their skills, as well as for less experienced students to develop, are made possible by the use of different parts appropriate to each student. The ability to play an instrument or sing to a reasonable standard and the ability to read staff notation is essential for the performing part of the course. Students are strongly advised to take additional lessons in their chosen instrument, either through the school's provision or through private tuition. Students will be expected to perform in every lesson, either showing a polished performance or a performance they are working towards. It is important that students feel comfortable with this expectation. Performing work is assessed by the teacher towards the end of the course. Students must present one solo performance (which may use piano accompaniment or a backing track) and a performance of one of the compositions produced during the course. Of these two compositions, one must be an ensemble performance.

Composing

Each term students learn new methods of composing which relate to a particular area of study. In lessons they work through several small composing tasks, either individually or as part of a small group, which allows them to find their own way of composing in a given style. At the end of the term, students are given the task of composing a short piece on their own which demonstrates some of the techniques they have learnt. Students are expected to write a score for their composition, either by hand or using score writing software, write a commentary on how they have composed their piece and finally record their work. They are then given individual feedback and suggestions on how to develop and refine their ideas. Composition work is assessed by the teacher at the end of the course when students are asked to submit a portfolio of their best two compositions. Students should be aware that composing requires a great deal of commitment, as well as a willingness to adhere to deadlines.

Appraising

Students listen to a wide range of music, which is divided into four areas of study, and includes music from the Medieval period, the Renaissance, the Classical and Romantic Eras, and the Twentieth Century. They explore British and European folk music, jazz, blues, pop and the music cultures of India, Indonesia and Africa. Students learn how to identify the stylistic features which define these genres and develop an understanding of the compositional and instrumental techniques they use. Music theory is also an important part of listening activities. Listening work is assessed by a 90 minute written examination at the end of the course. In this examination students are asked to identify instruments and styles of music and match composers, times or areas of the world to the music they hear.

Instrumental Music 1700-1820	Vocal Music	Music for Stage and Screen	Fusions
J S Bach Third movement from Brandenburg Concerto No 5	Purcell Music for a While	S Schwartz Defying Gravity from Wicked	Afro Celt Sound system: Release
Beethoven First Movement for Piano Sonata No 8	Queen Killer Queen	J Williams Rebel blockade runner from Star Wars Episode IV	Esperanza Spalding Samba Em Preludio
<p>Through learning about music from the different areas of study, you will gain skills in the following areas:</p> <ul style="list-style-type: none"> • How musical elements such as pitch, duration, dynamics, tempo, timbre, texture and structure have been used by the composer • How the instruments and groups of instruments are used • How any other key musical features have been used in a set work • Placing the music in its musical, social and historical context • Expressing and justifying opinions on the set works 			

GCSE Music students are encouraged to belong to both school and local music ensembles and to involve themselves, as much as possible, both in hearing and performing music. They will have opportunities to work with professional musicians at events both in school and at outside workshops and events.

Is this the right subject for me?

If you enjoy performing music in your own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

What will I learn?

You will learn how to improve your performing skills and, through your work in composing, you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

HOW YOU ARE ASSESSED			
Areas of Study	Unit 1: Performing (30%)	Unit 2: Composing (30%)	Unit 3: Appraising (40%)
Instrumental Music 1700-1820 Vocal Music Music for Stage and Screen Fusions	Students produce both a solo and an ensemble performance recorded at any time during the course Performances may be on any instrument and in any style, with the Centre choosing the music to be performed by each student No requirement to link one of the performances to Composition 1 Controlled assessment conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel	Students produce: two compositions or two arrangements or one arrangement and one composition The combined length of the two pieces should be between two and four minutes Students don't have to write about their compositions – they are assessed on their composition skills only Controlled assessment conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel	1 hour 45 minute examination externally set and marked by Edexcel Students respond to questions based around the set works for the unit In Section A, students respond to questions based on recorded extracts of set works In Section B, students answer a more in-depth question on a chosen set work(s) and are assessed on quality of written communication
<p>Performing: You will need to play one solo piece and one ensemble piece Composing: You will need to compose two pieces Appraising: The listening and appraising component is assessed through a 1 hour and 45 minute written paper with questions on your prescribed set works You will be asked, for example: 'Name the instrument playing the solo' 'Give two musical reasons why you like or dislike this piece of music' 'What style is this piece of music written in?'</p>			

What do I need to know, or be able to do, before taking this course?

You have already gained many of the basic skills needed for this course in your music lessons over the last two years at secondary school.

You have been introduced to creating music of your own in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.

You have already listened to a variety of music in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music Areas of Study.

You enjoy making music, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer just one instrument or voice.

Overview

The NCFE Extended Certificate in Music Technology course aims to give you experience of using music computers to create your own music, using software such as Reason and Audacity, as well as covering areas such as sound engineering and the recording studio.

This course is a GCSE equivalent and terminates in a Level 2 Technical Award in Music Technology. It is designed to give skills using sound equipment but also covers the music business and ICT related skills, giving you an understanding of the jobs people do in the music industry.

The course allows you to explore a wider variety of music technology resources. All students will have the opportunity to use the music computers, the recording studio with microphones and mixing desk.

To be awarded the NCFE Level 2 Technical Award in Music Technology, students are required to successfully complete five mandatory units.

The purpose of these units is to:

- understand the place of music technology within the music business
- understand hardware components and software functions of a digital audio workstation (DAW)
- use DAW software to produce musical projects
- understand how music is composed through the study and analysis of musical elements
- analyse the developments in musical style enabled by technology
- select and apply musical elements to create stylistically appropriate musical outcomes
- use sound creation in different forms of media
- apply sound creation to achieve an outcome
- understand planning and undertake multitrack recording and mixing
- use recording equipment to capture and store multitrack audio recordings

Content area 1	Introduction to music technology and the music business	You will learn about roles and responsibilities within the music business, and developments in music technology.
Content area 2	The digital audio workstation (DAW)	You will understand how hardware and software work in combination as a digital audio workstation (DAW).
Content area 3	Musical elements, musical style and music technology	You will learn how music is stylistically composed using musical elements.
Content area 4	Sound creation	You will understand how sound creation is used in media and how to apply sound creation to their own work.
Content area 5	Multitrack recording	You will learn about the recording studio environment, how to use it safely, and how to plan, record and mix a multitrack recording.

GCSE equivalent grade breakdown

Pass	GCSE grade 4/5
Merit	GCSE grade 5/6
Distinction	GCSE grade 7/8
Distinction *	GCSE grade 9

How you are assessed

Assessment is about measuring your skills, knowledge and understanding in Music Technology.

The qualification has **2** assessments externally set by NCFE: **one** project (NEA) over a number of lessons and **one** written exam. Only one attempt at each assessment is permitted.

Non-exam assessment (NEA), called the synoptic project	
Assessment method	Description
NEA	60% of the technical award
Externally set	120 marks
Internally marked and externally moderated	The completion time for the NEA is 17 hours plus 2 hours preparation and research time. The NEA will assess your ability to effectively draw together your knowledge, understanding and skills from all of the content areas we have studied.
What you have to do	You have to compose a piece of music in response to a brief. You have to demonstrate that the music you have composed meets all of the requirements of the brief and also demonstrate you have used a range of music technology skills.

Examined assessment (EA), called the written exam	
Assessment method	Description
EA	40% of technical award
Externally set	Written examination:
Written examination	<ul style="list-style-type: none">• 80 marks• 1 hour 30 minutes• a mixture of multiple-choice, short-answer and extended response questions
Externally marked	The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.

<p>What you have to do</p>	<p>You have to answer questions about the equipment and techniques you learnt about in Music Technology.</p> <p>You have to listen to music and identify the features and techniques which were used to create the music.</p>
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What do I need to know, or be able to do, before taking this course?

You have already gained many of the basic skills needed for this course in your music lessons over the last two years at secondary school.

You have been introduced to creating music of your own in class and this is developed in Music Technology.

You might be considering doing Music Technology because you enjoy music but feel that you don't play an instrument or sing at a level which would meet the requirements for GCSE Music.

You might have already enjoyed making music at the computer, using software such as BandLab or GarageBand.

Being able to play an instrument would be very useful for doing Music Technology, and having some understanding of how to play a keyboard is invaluable, but as you are not being assessed on your performance skills, it is not so essential as it is for GCSE Music.



Overview

Paper 1: Philosophy and Ethics

- Theme 1 – Human Rights
- Theme 2 – Good and Evil
- Theme 3 – Life and Death
- Theme 4 – Relationships

Paper 2: Buddhism – Beliefs, teachings and practices

Paper 3: Christianity – Beliefs, teachings and practices

Why choose Philosophy & Ethics?

This full GCSE offers you the opportunity of exploring some of the most important issues surrounding human existence, such as how humanity defines what is morally good and how people view the concepts of justice and equality. You will learn how to set out a philosophical argument and evaluate concepts.

This course is a very valuable stepping stone to all A Level studies especially A Level Philosophy and Ethics because it allows you to develop many of the skills you will need to be successful in your A Level Studies.

HOW YOU ARE ASSESSED

Paper 1: Philosophy and Ethics – 2 hours

Paper 2: Christianity – Beliefs and Practices – 1 hour

Paper 3: Buddhism – Beliefs and Practices – 1 hour

Overview

This course will appeal to those students who wish to combine their artistic skills (including drawing) with photography. Students will produce practical and critical/contextual work in one or more areas, including theme-based photography (portrait, landscape, still-life), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, new media practice.

A high level ability in ICT is required, since work will be based on digital photography. Good literacy skills are also required to fulfil the GCSE objectives - work has to be analysed and research undertaken, resulting in a high level of written content to the course. Students must also be prepared to take lots of photographs for homework. Homework is set on a weekly basis and can take 1-2 hours. It forms a very important part of the course - students will be expected to attend a weekly after-school homework session. Please be aware that this is a course with considerable resource implications and that there is an expectation that students will have access to their own digital camera. Should you wish to purchase DSLR camera, we recommend the Canon EOS 4000D.

Keys for Success

- Commitment to attend at least one after school session weekly throughout Years 9, 10 and 11
- Completing set targets within time limit given – meeting deadlines
- Homework – minimum requirement of **2 hours per week**
- Independence – this course is designed for students who can demonstrate independence in all aspects, alongside resourcefulness and resilience

To fulfil the four GCSE objectives students must demonstrate their ability to:

AO1: Develop ideas through investigations demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

HOW YOU ARE ASSESSED

UNIT 1: Portfolio of work (60%), must include more than one project of study

UNIT 2: Externally set task (40%), preparation time plus 10 hours to complete final piece



There are two possible routes through the Physical Education option at Key Stage 4.

Students can study either the AQA GCSE Physical Education or Cambridge National Sports Studies. Both courses have their merits but the nature of each course will be best suited to the skills, strengths and aptitudes of different students.

Students should have already discussed with their PE teacher which PE Option is most appropriate for them at our recent Parents Consultation Evening. However, if you have further questions, please contact Mrs B Edwards (Head of Physical Education and GCSE Lead) or Mr S Jones (Assistant Head of Physical Education and Sports Studies Lead).

Students should state which course they would prefer to study but, during the summer term, analysis of data and discussions regarding performance will take place between relevant Physical Education staff and students, in order to determine the most appropriate course to study.

The school reserves the right to change a student's selection within the Physical Education courses, based on our professional judgement, in order to maximise student opportunities to achieve the highest possible grade.

Overview

The content of this GCSE Physical Education specification is designed to offer students a broad, coherent and practical experience that inspires, motivates and challenges them to make informed decisions about further learning opportunities and career pathways.

This course equips students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. The course requires students to work on both the theoretical and practical aspects of the specification. It is not essential for a student to be of outstanding ability in Physical Education, but a good level of attainment is required. **Attendance at extra-curricular activities, resilience, commitment, determination and a positive approach to lessons are absolutely essential.**

Aims of the Course and Learning Outcomes

The course will require students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and wellbeing
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Summary of Subject Content

GCSE Physical Education will enable students to make the connections between theory and practice, so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. They will be required to use the technical vocabulary, terminology and definitions associated with the study of Physical Education.

Theory

In the **theoretical** element of the course students will be required to study:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

HOW YOU ARE ASSESSED

For the theoretical element of the course (60%) you will be examined in two 1¼ hour exams.

Practical/NEA

In the **practical** element of the course (40%) students will develop their ability and aptitude in physical activities, demonstrating the following: 10% of this will be coursework, identifying fitness and skill strengths and weaknesses and formulating an Action Plan to address those weaknesses.

- Skills in physical activity and sport, applying appropriate technique(s)
- Application of appropriate decision-making skills, strategies and/or compositional ideas within physical activity and sport, considering personal strengths and weaknesses
- Ideas and problem-solving solutions in spontaneous and/or predetermined ways whilst under pressure in physical activity and sport
- Use of appropriate physical characteristics/attributes (e.g. strength, endurance, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- Psychological control (e.g. arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- Adherence to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- The ability to analyse and evaluate performance, to bring about personal improvement in physical activity and sport

Students will develop their ability in team sports and activities by:

- Applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- Showing awareness of, and responding to, the actions of other player(s)/performer(s)
- Communicating effectively with other player(s)/performer(s)
- Demonstrating their individual role in achieving the collective outcome

Specification of Activities available for Assessment:

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

HOW YOU ARE ASSESSED

Practical Performance in Physical Activity and Sport **Non-exam assessment (40% - 100 marks)**

You will be assessed in three different activities, in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/activity, with the third assessment being from either a team or individual sport/activity. Students can only be assessed once in any sport or activity.

This is broken down into two sections:

1 Performance assessment (practical performance) **(30% of the overall qualification: 75 marks)**

Students will be assessed in 3 activities each worth 25 marks, with skills securing 10 marks per activity and assessment in the full context of the activity securing 15 marks per activity.

2 Performance analysis assessment (analysis and evaluation) Coursework **(10% of the overall qualification: 25 marks)**

Students will **analyse** and **evaluate** their own performance or that of others and this **MUST** be carried out on an activity listed in the specification. The analysis aspect secures 15 marks per activity and the evaluation aspect secures 10 marks per activity.

Overview

The OCR Cambridge National Level 2 Certificate in Sports Studies has been designed to build on learning from Key Stage 3, for those who may wish to explore a vocational route throughout Years 9, 10 and 11. The course will require students to undertake a variety of practical aspects, most of which have been covered in Years 7 and 8 but in much greater depth. In particular students will develop an in-depth knowledge and understanding of two sports. Students will develop a greater understanding of the contemporary issues in sport, develop their ability to lead sporting activities, as well as exploring the provision and their ability to lead, plan and participate in outdoor and adventurous activities.

The content of this OCR Sports Studies course is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle, to provide a route to further study in Further Education awards such as A levels and BTEC/OCR Diplomas and to Higher Education in PE and Sport and Exercise Science, as well as to related career opportunities.

The course requires students to work on both the theoretical and practical aspects of the course. It is essential that students have a good level of attainment and an interest in Physical Education and matters relating to sport in general.

Attendance at extra-curricular activities, commitment, determination and a positive approach to lessons are absolutely essential. Students must participate regularly outside of school in a competitive environment. Please see the list of current approved activities for Unit R185 below.

Aims of the Course

The course will encourage students to:

- (a) Develop and apply knowledge, skills and understanding of Physical Education.
- (b) Develop an appreciation of the importance of sport.
- (c) Develop understanding of different ways of being involved in sport and how this shapes the sports industry.

HOW YOU ARE ASSESSED

The course covers four units (120 guided learning hours, 30 per unit): two Core/Mandatory units and two further units. 60 marks per unit totalling 240 marks.

Core Units

Unit R184 - Contemporary Issues in Sport

Unit R185– Performance and leadership in sports activities

Optional Specialist Units – 1 unit to be studied

Unit R186 – Sport and the media

Unit R187 – Increasing awareness of outdoor and adventurous activities

Core Unit 1:

Contemporary Issues in Sport is assessed via a 75 minute written exam, which is marked externally. This exam will be taken at the end of the course in Year 11

Other Units are assessed through a series of short assignments. A variety of presentation methods are utilised for the assignments, ranging from written pieces, case studies, verbal presentations and practical assessments.

How can Parents and Carers Support?

Support can be given by encouraging students to take an interest in what is going on in the sporting world to develop their background knowledge as well ensuring they understand and are able to maintain a healthy active lifestyle.

Approved list of activities for Unit R185

Students' final assessment will be in one team activity and one individual activity. Students must officiate in one activity, either team or individual.

Team activities			Individual activities		
Acrobatic Gymnastics	Association football	Badminton	Amateur boxing	Athletics	Badminton
Basketball	Camogie	Cricket	Canoeing	Cross Country	Cycling
Dance	Figure Skating	Futsal	Dance	Diving	Equestrian
Gaelic football	Handball	Hockey	Figure Skating	Golf	Gymnastics
Hurling	Ice Hockey	Inline Roller Hockey	Kayaking	Rock climbing	Sailing
Lacrosse	Netball	Rowing	Sculling	Skiing	Snowboarding
Rugby League	Rugby Union	Sailing	Squash	Swimming	Table tennis
Sculling	Squash	Table tennis	Tennis	Trampolining	Windsurfing
Tennis	Volleyball	Water Polo			
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

R184: Contemporary issues in sport

In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

R185: Performance and leadership in sports activities

In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

Optional

R186: Sport and the media

In this unit, students will learn to explore media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. They will develop their ability to evaluate and interpret the different ways in which sport is represented by the media.

R187: Increasing awareness of outdoor and adventurous activities

In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

Overview

This is an exciting course which will enable you to achieve a qualification which is not only highly valued by many employers, even at GCSE level, but it will also allow you to lay down the foundations for A Level Psychology and beyond. The course will help you to understand how psychological knowledge can assist in explaining everyday social phenomena. It will also enable you to develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity and how psychology contributes to society. You will learn how psychological research is conducted, including the role of scientific method and data analysis.

A selection of some of the things you will learn about are:

- Psychological problems, including schizophrenia and depression
- Why people engage in criminal activities and antisocial behaviour
- Memory, including brain structures and how the brain works
- Sleep and dreaming including features and benefits of sleep, the role of the pineal gland and melatonin
- How research is carried out
- How data is analysed and presented

What does the course consist of?

Paper 1: Studies and Applications in Psychology

Criminal Psychology
Development
Psychological problems
Research methods

Paper 2: Studies and Applications in Psychology

Sleep and Dreaming
Social Influence
Memory
Research Methods

HOW YOU ARE ASSESSED

Studies and applications in Psychology – Paper 1

1 hour 30 minutes – 90 marks (50% of the total GCSE)

Studies and applications in Psychology – Paper 2

1 hour 30 minutes – 90 marks (50% of the total GCSE)

If students wish to be considered for a place studying Psychology, an expression of interest is required (written in the notes section on the Options form). Unfortunately, this does not guarantee progression onto the Psychology course, as this will be by invitation only and taking into consideration certain criteria. As such, students should choose a full set of other subjects as per the options process. The assessment criteria for this course considers various information, including 'on track for' grades of at least a 7 in English and Mathematics.

Those who are invited will be informed via letter and consulted as to the subject's priority.

Overview

In a world in which communication across the world is now so easy, why not choose to continue learning Spanish?

Although GCSE success is a high priority within the department, this is not at the expense of interest and enjoyment of this subject, and we hope you go on to find Spanish fun and rewarding both at school and in later life.

Your Spanish teacher will offer you advice on your suitability for the course. Please listen to the advice given as qualifications in Spanish will certainly be an asset in the job market both at home and abroad.

Aims of the course

- To develop your use of Spanish so that you can communicate with others
- To develop a sound basis of skills required for work, leisure and further study
- To give insights into the culture and civilisation of Spain
- To generate an enthusiasm for learning a language
- To give you a sense of achievement and success

There are two tiers of entry for all four skills: Foundation and Higher. There are four different skill areas which will be assessed:

- Listening and Understanding
- Speaking
- Reading and Understanding
- Writing

The above four skills are developed through the following topics:

Theme 1: People and Lifestyle

Theme 2: Popular Culture

Theme 3: Communication and the world around us

The topics are practical and help you communicate with others. They focus on you and allow you to give your views on a range of discussion topics.

We don't use a textbook in MFL, but you will have access to a bespoke GCSE Support Booklet for the 3 years of the course. In addition, we will use many extra materials to make the lessons varied and interesting, including audio and visual material.

HOW YOU ARE ASSESSED

The following are the GCSE exams which students will undertake over the course of Years 9, 10 and 11:

Skill	Exam	Weighting
Listening	<p>Understanding and responding to different types of spoken language, including dictation.</p> <p>Foundation: 35 minutes Higher: 45 minutes</p> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played and 2 minutes at the end of the recording for students to check their work).</p>	25% of final grade
Reading	<p>Understanding and responding to different types of written language and includes a translation from French into English.</p> <p>Foundation: 45 minutes Higher: 1 hour</p>	25% of final grade
Speaking	<p>The exam includes one role-play, one photo-card activity and a read aloud task.</p> <p>Foundation: 7–9 minutes + 15 minutes preparation time Higher: 10–12 minutes + 15 minutes preparation time</p>	25% of final grade
Writing	<p>Communicating effectively in writing for a variety of purposes, through open-ended tasks and a translation exercise from English into French.</p> <p>Foundation: 1 hour 10 minutes Higher: 1 hour 15 minutes</p>	25% of final grade
<p>All four exams will take place at the end of the course in May/June of Year 11</p>		

MAKING YOUR OPTION CHOICES

The **Calthorpe Core** requires you to pick at least **ONE** subject from the list below:

Computer Science
French
Geography
German
History
Spanish

Choose SIX subjects from the list below and put them carefully in order of preference. You will study FOUR courses out of the six.

Art, Craft & Design
Business Studies
Business & Enterprise (NCFE Technical Award)
Computer Science
Design and Technology (Preferred focus: Resistant Materials, Systems and Control, Graphic Products or Textiles)
Drama
Food Economics (BTEC)
Food Preparation and Nutrition
French
Geography
German
Health and Social Care (BTEC)
History
Interactive Media (NCFE Technical Award)
Music
Music Technology (NCFE Technical Award)
Philosophy & Ethics and Religious Education
Photography
Physical Education (GCSE)
Physical Education (NCFE Award in Sports Studies)
Psychology
Spanish

The options which you choose for Years 9, 10 and 11 will affect how you spend your time at school for the next three years. The choices you make may also influence what course or job you decide to do after Year 11. It is useful to talk to a range of people to help you make the right decisions for you – parents/carers, careers coordinator, subject teachers, tutors, family, friends.

Hampshire Futures
Inspiring ambition, supporting success

(part of Hampshire County Council)

Calthorpe Park School uses the Hampshire Futures advisor service. Their advisors are qualified to Level 6 in Career Guidance and Development and are registered with the Career Development Institute. They see their role as guiding students to make aspirational, but realistic, informed decisions for their future pathways by asking challenging questions and providing the information and tools for them to explore the possibilities open to them. They encourage students to find out what is out there in the careers world and research what may suit them, to keep options open and to not afraid to make decisions when the time is right.

Students can arrange a careers interview with our careers advisor to discuss choosing their Year 8 Options. They can make appointments by sending an email to Ms Wayman.

Appointments take place twice a week, usually Tuesday/Thursday and times are sent out the day before.

Students can also speak to Ms Wayman for advice.

Useful Information

Check out Hampshire County Council's website for young people at www.hants.gov.uk/yourfuture for information and advice on education and apprenticeships and to find local support agencies.

Hampshire Futures website is another useful resource and can be found at www.participationandlifelonglearning.co.uk/course/view.php?id=570

Prospects provide information about careers advice, jobs, work experience and post 16 study. Details can be found at www.prospects.ac.uk/job-profiles/browse-a-to-z

Career Comp@nion is a careers, learning and support information website. It will lead you to a huge range of websites which are reviewed and checked out by a team of professionals. Go to www.careercompanion.co.uk

All young people are expected to stay in some form of learning after Year 11, until their 18th birthday. This could be at a sixth form or a college or in an apprenticeship. You could also have a job or volunteer, but you should have at least 20 hours of education or training as well. For more information go to www.gov.uk/know-when-you-can-leave-school.

Further Education

There are a wide range of post-16 academic and vocational courses available at all different levels at your local sixth forms and colleges. Check the prospectus and websites for the colleges you are interested in and attend their open evenings. Our school careers page has links to all the colleges and training providers, as well as open day events and useful guides to help you make your choices. <https://www.cps.hants.sch.uk/347/college-careers>

OPTION QUESTIONS?

If you require further information on any aspect of the option process, please do not hesitate to contact the options team at the email address shown below and we will direct your question/query to the most relevant person for a response.

Options@cps.hants.sch.uk