



The Castle School
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CURRICULUM GUIDE YEARS 10 & 11 2018-2020

Important Dates

Year 9 Curriculum Guide sent home	Monday 8 January 2018
Options Assembly	Friday 12 January 2018
Facing the Future - Options Evening (opportunity for families to talk to teachers & students for all subjects)	Monday 15 January 2018 6:00-8:00 pm
Options Talk for Students (a follow up to the Year 9 Options Evening)	Wed 17/Thurs 18 January 2018
Individual Options Interviews (parents and students)	Thursday 25 January 2018 4:30-7:00pm
Options Returns to Form Tutor by	Monday 29 January 2018

CURRICULUM GUIDE

This booklet contains details of all the subjects available in Years 10 and 11, for the current Year 9 students. Some of the subjects are part of the compulsory curriculum, others are option subjects. Please read the details carefully before deciding on your option choices. *This booklet needs to be read in conjunction with the hand-out "Options Guidance 2018-2020 Cohort".*

On the pages that follow immediately, you will find details of the subjects which form the compulsory core of the Year 10 and 11 courses, later pages detail those subjects within the options offer.

GCSE qualifications are graded from 9-1. 9 being the highest.

There is also the option of following vocational qualifications in ICT, Food, PE and Music. These are equivalent to GCSEs, and are graded Distinction+, Distinction, Merit or Pass.

Below shows how the new system aligns with the previous letter grades.

<u>New</u>	<u>Old</u>
9	A*/A (top 20% A*/A marks)
8	A*/A
7	A
6	B (top two thirds of B marks)
5	B/C (top third of C marks/bottom third of B marks)
4	C (bottom two thirds of C marks)
3	D
2	E
1	G/F (bottom of 1 aligned with the bottom of G)

COMPULSORY SUBJECTS

English Language and Literature

The English Department is committed to helping each student reach his or her academic potential. Within this commitment there are broader aims:

- to develop a capacity and an enthusiasm for spoken and written English through debate, discussion, role play and drama;
- to foster a lifelong interest in, and passion for, literature by introducing students to a wide range of diverse novels, poems and plays;
- to encourage students to reflect on and explore the meanings and social contexts of literature texts;
- to nurture creativity in students' writing;
- to study and analyse writers' choice of presentation and language print media.

All Year 10 and Year 11 students will study for 2 GCSEs - English Language and English Literature.

AQA English Language and English Literature Syllabus

English Language exams at the end of Year 11 - 100%

All texts in the examination will be unseen. This means that the exam board will choose extracts from various sources (fiction for Language Paper 1 and non-fiction for Language paper 2). These extracts will **not** have been seen by the students. They will be expected to apply the skills acquired in lessons to respond to the questions around these extracts.

Paper 1 exam: Explorations in Creative Reading and Writing

What's assessed?

Paper 1 exam: 1 hour 45 minutes 50% of GCSE

Section A: Reading (40 marks) 25% - one literature fiction text

Questions:

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

Section B: Creative Writing (40 marks) 25%– descriptive or narrative writing
1 extended writing question (24 marks for content, 16 marks for accuracy)

Paper 2 exam: Writer's Viewpoints and Perspectives

1 hour 45 minutes 50% of GCSE

What's assessed?

Section A: Reading (40 marks) 25% - two linked texts - one non-fiction and one literary non-fiction.

- 1 short form question (4 marks)
- 2 longer form questions (1x8 and 1x12 marks)
- 1 extended question (1x16 marks)

Section B: Writing for purpose (40 marks) 25% - writing to present a viewpoint

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

Spoken Language:

This will be assessed and marked by teachers throughout the course – it will be reported separately but does not count towards the % GCSE marks.

English Literature – 100% exam at the end of Year 11

All assessments are closed book: any stimulus materials required will be provided as part of the assessment. Closed book means that students will have studied a range of books and poems but will not have access to these in the exams. They will have to recall quotes for each of the main characters in the text, as well as being able to discuss the impact of context. Students will also have to remember, and apply, techniques (subject terminology).

Paper 1 exam: Shakespeare and the 19th century novel

1 hour 45 minutes - 40% of GCSE

What's assessed?

Section A: Shakespeare plays

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Students will study Romeo and Juliet.

Section B: The 19th century novel

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Students will study either The Strange Case of Dr Jekyll and Mr Hyde or A Christmas Carol.

Paper 2 exam: Modern texts and poetry

2 hours 15 minutes - 60% of GCSE

What's assessed?

Section A: Modern texts

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

Section B: Poetry

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

Section C: Unseen poetry

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

GCSE Mathematics - Compulsory Subject

Every student will follow a course in mathematics. Students will continue to be taught in sets according to their ability, with the decision on placements in sets being made on their performance to date, together with teachers' assessments. The courses in Mathematics are arranged so that the complete ability range is catered for, and the possibilities for examination entry are outlined below.

There are still two tiers of entry, foundation and higher.

Assessment

The total time for the examinations will be 4.5 hours. All exams will be sat at the end of Year 11. There are 3, 1.5 hour exams, one without the use of a calculator. They are all equally weighted towards the final grade award.

Foundation level Target grades 1-5

Higher level Target grades 4-9

There will be no coursework or non-exam assessment.

Exam Board: AQA

GCSE Science – Compulsory Subject

Students at The Castle School will follow the **Edexcel** Specifications in Science. All assessment will be via terminal examinations in Year 11. A final grade of 1-9 will be achieved.

Your child will already be covering confirmed GCSE level content in the form of transition modules published by Edexcel themselves. These have been designed to prepare students for the new GCSE courses as well as containing assessment materials which will allow us to make the best choice as to which route your child takes in Science.

There will be two pathways offered in Science by the school:

- 1. GCSE Combined Science (double award).** This course will see students achieving two identical GCSE grades (1-9) by studying, and taking six examinations over the three Sciences (2 x Biology, 2 x Chemistry, 2 x Physics), each 1 hour and 10 minutes long. This route will be taken by the majority of students.
- 2. Separate Sciences: GCSE Biology, GCSE Chemistry and GCSE Physics.** These courses will require the coverage of significant additional content in the same curriculum time and each examination will be 35 minutes longer to reflect this. Three qualifications will be gained, one in each of Biology, Chemistry and Physics with two examinations for each. The separate route is suitable for the most able students, or those who are committed to a future in Science at A-level or beyond. Suitability for this course will be decided based on performance in school exams and lessons, it is highly likely to be limited to those in the top set only.

Further information about the course will be given at the Key Stage 4 launch evening along with an opportunity to purchase revision materials.

Exam Board: Edexcel

Physical Education and Games - Compulsory Subject

Students in Years 10 and 11 will receive two, one hour lessons of PE a week. Students will follow a specific ability based learning programme. They will have the opportunity to choose a wide variety of activities during both years. These activities include: Rugby, Football, Hockey, Basketball, Extreme Golf, Spinning, Health Related Fitness, Badminton, Table Tennis, Trampolining, Cricket, Softball, Tennis, Boxercise, Tae kwondo and Athletics.

Students will be given the opportunity to participate in frequent physical activity, conducive to a healthy lifestyle. House matches regularly take place at lunchtime as well as inter-school games at a local, county, regional and national level.

Full details of the GCSE PE Course, and the Vocational Technical Award can be found in the options information later in the booklet.

Core Religious Studies - Compulsory Subject

Core Religious Studies (One hour a week)

All students will be studying Religious Studies for an hour a week in Years 9 and 10. **At the end of Year 10 there will be an entry into the Short Course GCSE exam.**

You will be studying the beliefs and practices of two religions, Christianity and Judaism. You will also be covering two ethics topics where you will get to demonstrate the understanding of how these two religions put their faith into practice.

During the ethics topics you will be given the opportunity to discuss and share your ideas, reflecting on your interpretation of current issues and affairs in contemporary Britain.

This is a fantastic way to start your GCSEs. Sitting your first GCSE in Year 10 gives you the opportunity to put all your skills into practice ready for Year 11.

The course is well recognised by all institutions and will contribute towards your college entry.

This course aims to encourage students to:

- develop their knowledge and understanding of religions and non-religious beliefs
- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

What's assessed

Section A: The study of religions: beliefs and teachings of two religions:

- Christianity
- Judaism

Section B: Thematic studies: religious, philosophical and ethical studies:

- Theme A: Relationships and families.
- Theme B: Religion, peace and conflict.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks (plus 5 marks for spelling, grammar and specialist terminology)
- 100% of GCSE Short course

Exam Board: AQA

Personal, Social and Health Education (PSHE)/Record of Achievement - Compulsory Subject

The Year 10 and 11 PSHE course is centred on the following topics: Are you Ready, Body Image, STIs and Contraception, Stress, Enterprise, Careers, Goal Mapping, Colleges and Consequences, as well as British values. We look at knowledge, skills and attitudes in these areas. A significant amount of the PSHE Curriculum is delivered via the Enrichment Day programmes. The details of each Enrichment day are available to parents prior to delivery, on the school website. We would welcome any comments on content and delivery in order to continue to improve the experience for current and future students.

Students also work on and complete their Record of Achievement, CV and Personal Statements. When they leave, these records become the property of each student and can be used for job and further education interviews.

Enterprise Education is an element of the Year 10 curriculum and is part of the PSHE programme as is House Charities' work. Each form in Year 10 has its own 'enterprise scheme' to work on.

OPTIONS 2018 -2020

GCSE Art and Design

Fine Art

This is a broad Art course leading to the AQA Fine Art GCSE. Fine Art builds on the work students have done in Art in the lower school, extending skills and the students' independence. Students can work in any media, from drawing and painting, to 3D Art, graphic design, print-making, photography and computer based art.

A summary of the course

At the start of each project, work is guided closely, the students develop new skills and are taught to explore media and to build on their individual strengths as artists. As the projects progress students develop their own ideas to make a personal response to the project theme. There are two projects – one in Year 10 and one in Year 11, which together are worth 60% of the GCSE. In the spring term of Year 11, students receive the exam question paper and prepare work based on the question they choose leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of artists and designers.
- Observing and recording using drawing, mixed media and photography as key research tools.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Presenting a personal response to a project theme showing independent working skills and ideas, practical art skills, and making connections with key artists studied.

Educational Visits

Students visit the London Tate Galleries at the start of the course on a trip (end of Year 9) that introduces at first hand some of the artists we will study. Fine artists have a further study trip in Year 10 to enhance their coursework units – past trips have included The Eden Project and Exeter Museum and Cathedral, for drawing, photography and first hand investigation.

Progression

Many of our students have gone on to study A Level Art, Textiles or Graphic Design at Richard Huish, BTEC Art and Design, Graphic Design or Photography at Bridgwater & Taunton College.

Photography

This is primarily a digital photography course leading to the AQA Art Photography GCSE. Photography will suit students who have an interest in and a commitment to working creatively, and who are looking for a course that mixes a practical approach with opportunities to explore ideas. Students learn to use digital SLR cameras, and to enhance and manipulate their images on the computer. Projects balance developing skills and techniques with thinking about the messages that photographs can communicate. Students work in a wide range of styles, from documentary and reportage to sports, studio photography, portraiture and fashion, animation, photo-collage and experimental photo installation art. Students should have their own digital camera for homework and a USB storage device.

A summary of the course

Year 10 starts with an introduction to the basics of photography. There are two major projects in Year 10 and another two in Year 11. Students are given increasing freedom in their work and they build on their skills to develop their work in directions that interest and motivate them. The Photography coursework is worth 60% of the GCSE. In the spring term of Year 11 students receive the AQA exam question paper and prepare work based on the exam question they choose leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of photographers.
- Observing and recording through practical photography.
- Exploring and refining through experimentation with different media, materials, techniques and processes.
- Presenting a personal response to a project theme show, independent working skills and ideas, and making connections with key photographers studied.

Educational Visits & Opportunities

We often work outside of the classroom, on the school site and in the local area. Interested photographers have the opportunity to photograph school sporting and fashion events, the school play and the variety show. Photographers have also contributed to school publications. Recent trips have included a trip to the Eden Project.

Progression

Our students have gone on to study A Level Photography at Richard Huish, or the BTEC Diploma courses at Bridgwater & Taunton College.

Textile Design

This course leads to the AQA Textile Design GCSE. Textile Design is a practical course with a focus on **decorative techniques, textile art and garment/product construction**. This course enables students to work from themes such as "Fruit; growth, decay, structure", art movements, artists' work and techniques to inspire their own personal creations in textiles. If you have an interest in art or fashion and enjoy experimenting with new media and would like to explore, develop and refine your skills in textile based techniques; and if you want to design and make really exciting **artistic textiles creations**, then this is the course for you.

A summary of the course

In Year 10 there will be two projects focusing on building skills in decorative and constructive elements of textiles; in Year 11 there will be one project combining and refining these skills in a mock exam coursework piece. Together they are worth 60% of the final GCSE mark. In the spring term of Year 11, students receive an exam question paper and prepare work based on the exam question they choose, leading to a final piece that is made under exam conditions. The exam project is worth 40% of the final mark.

The assessment process includes:

- Developing ideas and inspiration including learning about the work of key designers and artists.
- Observing and recording using drawing, photography and textile techniques to record images and ideas.
- Exploring and refining through experimentation with different decorative techniques.
- Presenting a personal response to a project theme showing making/decorative skills and making connections with artists, designers and the theme you have studied.

The work will include studying decorative techniques such as machine embroidery, applique, dyeing fabrics and many more. It will also include skills in construction, for example using a pattern to create a garment, learning how to put in zips, darts, seams, pleats and gathers.

Educational Visits

The Textile department values the importance of educational visits to enrich and enhance student learning. There will be a field study trip to local and national collections for Year 10 Textile Design students.

Progression

This can lead to an A level or BTEC at college, then to further this, students could progress onto a Foundation Diploma, and further into a degree in a wide range of Textiles subjects including Fashion and Textiles, Costume Design, Textiles Interior Design and many more. Alternatively, students may enter training and/or careers in fashion and textile art-related vocations.

Cambridge National Information Technologies

Students are able to select Computer Science *and* IT

OVERVIEW

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as the learner moves through education and into employment. To be able to do this the learner will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances.

What will this qualification teach the learner?

This qualification will teach the learner what different technologies could be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management.

They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers' viewing to make recommendations for additional packages in the customer's subscription.

They will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study.

Assessment

Assessment Unit R012 - Understanding tools, techniques, methods and processes for technological solutions, worth 50%. Examined unit of assessment, which contains underpinning knowledge and understanding of Information Technology worth 50%.

Grading

This course will lead to a Cambridge National qualification which is equivalent to a GCSE. The grading will be Pass, Merit or Distinction at Level 1 and 2.

Who might study ICT?

Students with an interest in ICT and how technology affects life. Students who enjoy working on different packages. Good for students who want to demonstrate ICT skills to potential colleges or employers.

OCR GCSE in Computer Science

To fully access this course you must currently be in one of the top three sets of **Maths**. Students are able to select Computer Science **and** IT.

GCSE Computer Science will consist of three elements:

Computer systems

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

1 hour and 30 minutes

Written paper

(no calculators allowed)

40% of total GCSE

Computational thinking, algorithms and programming

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

1 hour and 30 minutes

Written paper

(no calculators allowed)

40% of total GCSE

Programming project

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

Totalling 20 hours

20% of total GCSE taken in Year 11

Aims of the course:

Students should be able to...

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply high level mathematical skills relevant to computer science

Who might study Computer Science?

A more specialist qualification for those wishing to pursue specific jobs involving computing. The qualification suits students who enjoy and excel in both Maths and science.

GCSE Dance

Dance can make an important contribution to the education of many young people. Students studying GCSE Dance will learn through a mixture of practical and theoretical tasks to improve their knowledge and understanding of the performance, appreciation and compositional studies of dance. The syllabus is suitable for both genders and provides an opportunity for students to develop their awareness of dance in its entirety, including the aesthetic and choreographic studies of the subject.

The aim of the syllabus is to develop each candidate's knowledge, understanding and skills of dance through performance, composition and appreciation of the candidate's own works and those of others; both peers and professionals. Each element of the coursework for GCSE Dance will examine one of three key strands; performance, appreciation and choreography.

The course will suit students who have a keen interest and ability in all aspects of dance including the performance and appreciation of other dance styles particularly Contemporary. Students should have a natural aptitude for dance and would preferably take part in extra-curricular dance programmes or attend external dance lessons. It is essential that students are able to work with others, are good communicators, are enthusiastic, have creative flair and are dedicated to regular participation, which will play an essential role in their success.

The Course Details:

60% coursework - as follows:

30% - two taught performance pieces, one solo, one in a duet/trio

30% - a group composition based upon a chosen exam stimulus

40% - a final written exam paper

The key topics for study are:

Performance

Technical Skills & Expressive Skills

The Body and how it moves

Accuracy of Action, Space, Dynamics, Relationships

Understanding how to achieve high quality performance

Choreography

Choice of Action, Space, Dynamics, Relationships

Creating dances using a stimulus

Planning a choreography

Creating motifs that link to a stimulus

Critical Appreciation of An Anthology of Professional Dance Works

1. Set design, costume, accompaniment, props and lighting.
2. Style, stimulus, dancers, action content, interpretation and choreographic process.

Why choose GCSE Dance?

- The study of dance as an art form contributes to students' aesthetic and social development.
- As a physical activity it promotes fitness, health and well-being.
- Dance supports learning across a range of subjects.
- As performers, students develop confidence and self-esteem.
- Life and employment: Students develop sensitivity to others, team working skills, leadership skills as well as inter-personal and communication skills.
- Develops an understanding of physical effort and determination to succeed and improve.
- Students employ skills of problem solving and creativity.
- Literacy – reading meaning in signs, spatial design, gestures and body language.

Methods of Assessment

Coursework marked by teacher or examiner and moderated externally (60% practical, 40% written). Written Paper set and marked externally.

Exam Board – AQA

DT: Technical Award in Materials or GCSE Design and Technology

We are hoping to offer two different course options within the Design and Technology department from September 2018: GCSE Design and Technology and a Technical Award in Materials. The GCSE is well suited to students who are independent learners with a good grasp of maths and science and who may be interested in a career in engineering or architecture. The Technical Award would be well suited to those who can demonstrate a high level of technical skill across a range of focused practical tasks. Both courses require students to complete an extended project where they will produce a folio and practical piece.

GCSE DESIGN & TECHNOLOGY (AQA)

Why choose Design and Technology GCSE?

It gives students the opportunity to demonstrate creativity and innovation. They will specialise in/focus on specific materials within the Non-Exam Assessment (NEA) part of the course.

There will be a wealth of useful resources, including text books, revision guides, AQA Exam Board support and help to achieve success with the course.

The course is designed to engage young people in this subject and provide effective assessments across the ability range.

The specification for Design and Technology combines theoretical content with practical application. There will be a greater emphasis on design and the use of mathematical skills is a key requirement and is tested in the examination (15% of the written paper). An understanding of underlying scientific principles is expected and an interactive approach to designing is encouraged. The acquisition of practical skills is also expected.

Overview of specification content:-

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles.

1. Core Technical Principles content:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their physical and working properties

2. Specialist Technical Principles content:

Students will study two or three material areas in more depth:

- Selection of materials and components
- Forces and stresses on materials
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes

3. Designing and Making Principles content:

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of others
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Specialist tools and equipment
- Specialist techniques and processes.

Specification at a Glance

Component 1: Written Paper	50%	Untiered	<ul style="list-style-type: none"> • Single paper of 2 hours duration • 100 marks • Questions vary from multiple choice to extended response
Component 2: Non-Exam Assessment (NEA) -Project Task	50%	Untiered	<ul style="list-style-type: none"> • 100 marks • Single design and make task • Select from a range of given contexts • Consists of prototype and portfolio (max 20 A3 pages) • Must be the student's own work, taking 30 - 35 hours to complete (approx. June Year 10 to February Year 11)

GCSE Design and Technology

This course has been designed to encourage students to design and make products with creativity and originality, using a range of materials and techniques. Students will study the course content through a mixture of theory-based lessons, discussions, focused practical tasks and mini projects.

A working knowledge of paper and boards, timbers, metals and polymers will be required, but other materials may be used in addition. The use of new technologies is encouraged in this subject.

The specification is designed to foster awareness amongst candidates of the need to consider sustainability and the environmental impact of their designing. Students will have the opportunity to design and make products using a range of materials.

In Year 10 (September to June) students will work on the subject knowledge needed for the written paper examination (worth 50% of the GCSE) as well as building on practical skills needed for their NEA.

The period from June Year 10 to February Year 11 will be spent entirely on one non-examined Assessment Task (NEA) worth 50% of the GCSE. This design and making activity is selected from three set contexts given by the Exam Board. Students should submit a 3-dimensional outcome and a concise design folder consisting of approximately 20 pages of A3 paper or equivalent A4 paper. It is expected that students should spend approximately 30 - 35 hours on this activity. All students should provide photographic evidence of the finished outcome and photographic evidence at various stages of making their 3D model. Students will each purchase a D&T starter kit at the beginning of Year 10, which includes an A3 carry folder, A3 flip-folio, a GCSE revision guide and workbook and an A4 rough/theory/design exercise book.

The students will be given guidance through every part of the course, being issued with simplified copies of the course specification, the NEA mark scheme, termly plans that outline each topic with relevant homework tasks being set each week. Examples of coursework and support booklets to help students with their NEA will also be available, with regular hand-in dates that they need to meet for assessment. From March in Year 11, students will be preparing for their final 2 hour written examination which is set and marked by the Exam Board (worth 50% of the GCSE). In Years 10 and 11 students will sit two mock exams to give them practice before the final examination.

We recommend this course for the well-motivated student who has good technical/artistic flair and practical skills for producing models of their various design outcomes. They should be able to fully develop their own work, organise their time well and must meet regular deadlines. A good level of Maths and Science knowledge is required for the course.

GCSE Exam Board: AQA

Grading: Students will be awarded a GCSE grade from 1 - 9, with 9 being the highest.

Charging Policy: All items produced as part of the practical courses within the Design and Technology Department are retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

Technical Award: Materials Technology (AQA)

*** We are hoping to be able to offer this course for a September 2018 start however it is currently awaiting full approval from the government and OFQUAL – this should be confirmed later this term. Pop into the D&T department on Year 9 Options Evening on 15 January 2018 to find out more ***

Why choose the Technical Award in Materials Technology?

This qualification is aimed at students who are interested in understanding the working properties of woods, metals and polymers (plastics) and wish to use these materials in a practical way. It will particularly appeal to students who are looking for a course that is a bit more practical in nature and will prepare them for further study and employment within related industries.

Students will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

Unit 1: Skills demonstration

Students will carry out a number of bite-sized projects to demonstrate their competence in 8 core skills outlined in the specification. This will include the transferable skill of teamwork. They will produce a series of small made outcomes and record their work in a portfolio of no more than 12 pages.

Unit 2: Extended making project

Students will undertake an extended making project that showcases the skills and knowledge they developed in Unit 1 as well as the knowledge developed through Unit 3. The project will be in response to a brief given by the exam board.

Unit 3: Fundamentals of Materials Technology

Students will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.

The Technical Award in Materials Technology will give learners the opportunity to develop an understanding of:

- materials and their working properties
- processes and manufacture
- joining, components, adhesives and finishes
- commercial practice
- sustainability
- careers opportunities

Specification at a Glance

Component 1: Skills demonstration	30%	Untiered	<ul style="list-style-type: none"> • 72 marks (9 marks for each of the 8 skills) • 36 hours of lesson time
Component 2: Extended making project	30%	Untiered	<ul style="list-style-type: none"> • Single made outcome and small folio to evidence planning and development. • Must be the student's own work • 72 marks • 36 hours of lesson time
Component 3: Fundamentals of Materials Technology	40%	Untiered	<ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes - 96 marks • Section A – 20 multiple choice questions • Sections B – mixture of short and extended response questions • 48 guided learning hours

We recommend this course for the well-motivated student who has good practical skills, an interest in technology and the ability to work independently. They should be able to organise their time well and must meet regular deadlines.

GCSE Exam Board: AQA

Grading: Students will be awarded an overall qualification of either a Level 1 or Level 2:

Level 1: Credit *or* Advanced Credit

Level 2: Pass *or* Merit *or* Distinction *or* Distinction Star.

Charging Policy: All items produced as part of the practical courses within the Design and Technology Department are retained by students. To enable this to happen, parents are asked to contribute towards the cost of materials.

GCSE Drama

Drama is a practical course. Students will be expected to perform in a range of groups and on their own. The GCSE relies heavily on collaborative skills. Groups will work together to bring their creative ideas to fruition. Drama hones performance skills for passionate performers but it also refines presentation, innovation and teamwork skills that will be important for all in future careers.

“Our task is to educate their (our students) whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.”
— **Ken Robinson, The Element: How Finding Your Passion Changes Everything**

The course will be assessed in three components (30% + 30% + 40%) and the teacher will be the examiner for the first component only. Component 2 will be assessed by a visiting examiner and Component 3 will be an exam.

Component 1 will be completed in Year 10 and Components 2 and 3 in Year 11.

Component 1 - Devising Performance. 30%

Students will be given a selection of stimuli that will inspire a short group devised performance. Students will research one stimulus and develop and evaluate their work. Students will be assessed on both their final performance and a supporting portfolio that can either be written or delivered as a presentation.

Component 2 - Presenting Performance. 30%

Students will study a play in full and then work on extracts from it. Students will perform in two extracts from the play to a visiting examiner. The performance they do can be a monologue, duologue or a group piece. Students are assessed on their ability to realise a role on stage.

Component 3 - Exam. 40%

The exam paper is split into two sections. In Section A students will study the play Missing Dan Nolan in a practical manner in lessons. In the exam they will be expected to reflect on their practical work and answer questions about their exploration. For Section B, students will respond to a set question about a live production they have seen.

Exam Board: OCR

"Creativity is as important as literacy"

— **Ken Robinson**

Food – GCSE or VCERT

There are two choices for Food – the GCSE Food Preparation and Nutrition **OR** Vocational Certificate in Food and Cookery (We are awaiting approval for the Vocational Certificate).

The GCSE would suit those who are pursuing an interest in nutrition as well as links to Science and PE. It is aimed at learners who enjoy all elements of cooking, technical skills, presentation/food styling and the understanding of the functions of ingredients.

The V-Cert in Food and Cookery is better suited to those who are interested in food and cookery with more of a focus on coursework. They will be studying cooking techniques, cooking methods, balanced diets, health and safety and technical skills.

Please see the outline for both below for more information on each.

GCSE Food Preparation and Nutrition

Food preparation and nutrition is a creative and interesting subject, which where possible is taught through practical application.

Topics covered and summary of the course:

Nutrition; a healthy diet, nutrition, energy balance, hydration and health implications.

Food provenance; where food comes from, the environment, technological developments in food, British and international cuisine.

Food choice; sensory qualities of food, seasonality, cost, religion, occasion, time of day, medical, ethical, portion size and preferences.

Scientific principles underlying the preparation and cooking of food; why food is cooked, cooking methods, functional and chemical properties of food, preparing food safely and bacteria.

Preparation and cooking techniques; preparing fruit and vegetables, making sauces, making doughs, cooking methods, marinating and tenderising, weighing and measuring, using raising agents, setting mixtures and many more.

Assessment:

The course will be made up from 50% exam and 50% non-exam assessment. Non-exam assessment will be split into two tasks, both undertaken in Year 11. These are 15% and 35% of the overall grade.

Briefs for these tasks will be set by the exam board in Year 11.

Task 1: Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

This task will provide learners with an opportunity to demonstrate knowledge and practically apply their understanding of the science behind cooking. Students will practically investigate ingredients and explain how they work and why.

Task 2: Students will plan, prepare, cook and present a 3 course menu.

This task will provide learners with an opportunity to cook up a storm and showcase their creativity and cooking skills. Students might make a street food menu, create delicious tapas dishes or cook up a menu for a student on a budget.

Exam Board: EQUINAS

Progression:

GCSE Food Preparation and Nutrition will equip students to go on to further study. After taking this course, they could embark on AS or A-level study, begin an apprenticeship or perhaps begin employment in the catering or food industries. Students will also have the knowledge and skills to feed themselves (and others) affordably and nutritiously for life.

V-Cert NCFE Level 2 Technical Award in Food and Cookery

(Awaiting approval for 2018)

The V-Cert is designed for learners with an interest in food and cookery. Students will experience using different cooking techniques and methods which will enable them to use this within further education and apprenticeships. This course is focused more on the cooking skills and would benefit students who want to focus on the making rather than the scientific element.

Summary of the course

Topics covered:

- Prepare and cook using basic skills.
- Understand food and its functions.
- Understand balanced diets.
- Modification of recipes.
- Plan and produce dishes for a purpose.

Assessment:

75% Coursework and 25% exam. There are 4 assessments:

1. Preparing to cook.
2. Understanding food.
3. Exploring balanced diets (exam).
4. Plan and produce dishes in response to a brief.

Units 1,2 and 4 are assessed in school and students will produce a portfolio of evidence. For each portfolio the focus will be on developing skills in planning, researching, communicating, problem solving and health and safety. These are skills that will be essential for the work place. Unit 3 is an assessment paper (exam)

Progression:

Students who achieve this level qualification could progress onto further level 3 qualifications and A levels such as a diploma in Advanced Professional Cookery. Students will also have the knowledge and skills to feed themselves (and others) affordably and nutritiously for life.

Geography



An innovative, relevant and interesting Geography GCSE course contains traditional aspects of geography with modern-day issues to reflect the ever-changing world of geography. It offers a balance of theoretical and practical work, encouraging an active involvement in the subject. It's an ideal foundation for students who want to pursue geography at A Level or as a career, and it gives an understanding of global geographical issues and how to apply this to a range of contexts.

Living with the Physical Environment: Students will study physical geography topics for this component. The three key topics are:

1. **The challenge of natural hazards:** students will study extreme weather events such as tropical storms, flooding and drought, as well as tectonic hazards such as volcanoes and earthquakes. Students will also study the evidence for climate change along with the causes and impacts of climate change.
2. **The living world:** students will study the characteristics and value of tropical rainforests and polar environments as well as the impacts of human activity in these regions.
3. **Physical landscapes in the UK:** students will study processes and landforms in coastal and river landscapes as well as looking at the distribution of glaciated landscapes in the UK.

Challenges in the Human Environment: Students will study human geography topics for this component. The three key topics are:

1. **Urban issues and challenges:** students will study urbanisation and the growth of megacities as well as the challenges and opportunities that exist for cities today.
2. **The changing economic world:** students will investigate why some countries are richer than others and why some LICs and NEEs are experiencing rapid economic development.
3. **The challenge of resource management:** students will investigate how our increasing demand for resources has affected our planet, specifically looking at either food, water or energy security.

Geographical Applications: this exam will be synoptic in nature and will draw on students' knowledge and understanding and skills from the full course of study. The exam consists of:

1. **Issue evaluation:** a resource booklet will be provided before the exam so students have an opportunity to work through the resources and become familiar with the material. The assessment will consist of a series of questions related to a contemporary geographical issue leading to a more extended piece of writing which will involve an evaluative judgment.
2. **Fieldwork:** Fieldwork will be undertaken on at least two occasions in contrasting locations eg coastal and urban. Students will complete an investigation on a question they have been set for each location. They will be required to analyse the data they have collected and write up their findings. The students will then answer questions about their fieldwork in this exam.

3. **Geographical skills:** students will develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the course. Skills will be assessed in all three written exams.

Assessment Summary

Living with the Physical Environment (35%)	Challenges in the Human Environment (35%)	Geographical Applications (30%)
<p>What is assessed:</p> <ul style="list-style-type: none"> ✓ The challenge of natural hazards ✓ The living world ✓ Physical landscapes in the UK ✓ Geographical skills <p>Exam lasts 1 hour 30 minutes (88 marks)</p> <p>Worth 35% of overall GCSE Grade</p>	<p>What is assessed:</p> <ul style="list-style-type: none"> ✓ Urban issues and challenges ✓ The changing economic world ✓ The challenge of resource management ✓ Geographical skills <p>Exam lasts 1 hour 30 minutes (88 marks)</p> <p>Worth 35% of overall GCSE Grade</p>	<p>What is assessed:</p> <ul style="list-style-type: none"> ✓ Issue evaluation ✓ Fieldwork ✓ Geographical skills <p>This exam releases a resource booklet before the exam</p> <p>Exam lasts 1 hour 15 minutes (76 marks)</p> <p>Worth 30% of the overall GCSE Grade</p>

Exam Board: AQA Specification

OCR GCSE History B (School's History Project)

This is an interesting and varied course that covers a wide range of periods in History touching on aspects of ancient Greece and Rome right through to the 20th and 21st Centuries.

This GCSE is divided into three papers. However, we will be studying 5 different topics.

Areas of study

1. British Depth Study: The Elizabethans



This course will give us a really good insight into Elizabethan Britain. The course allows us to look at political, religious, economic, social and cultural issues to gain a real flavour of the time. We will focus on the daily lives of the people and popular culture including theatres and the persecution of witches and the significance England had on the wider world.

This will count for 20% of your final mark.

2. Thematic Study: The People's Health, c.1250 to present



This course traces the development of public health from Medieval Britain, Early Modern Britain, Industrial Britain and Britain since c1900 to the present day. We look at key areas such as housing, food, clear water and waste as well as the role of the government. We look at what has progressed and what has held back the developments of public health and the repercussions that these had on the people of the time.

This will count for 20% of your final mark.

3. A period study: The Making of America, 1789 -1900



We look at Indian life and early settlers, the White settlement of the Great Plains and the inevitable conflict between the two races and ways of life, the Civil War and reconstruction of America, as well as the development of American cultures including the impact of reservations, growth of cities and mass migration.

This will count for 20% of your final mark.

4. History around us



This study is of a site in its historical context. Our site will be Glastonbury Abbey. We will be looking at the strengths and weaknesses of the physical remains, the ways historical sources add to our evidence and how the site fits into its wider historical context. *Will also include a site visit.*

This will count for 20% of your final mark.

5. World Depth Study: Living under Nazi Rule

This course offers us the understanding of the Nazi dictatorship. We will be looking at the impact felt across Germany and Europe. We will gain an insight into people's experiences of living under Nazi Rule, from a range of perspectives.



This will count for 20% of your final mark.

Assessment Summary

Content Overview	Assessment Overview	
Thematic Study The People's Health, c.1250 to present British Depth Study The Elizabethans, 1580-1603	40 marks for each study unit.	20% Of total GCSE
	Total marks for paper 80 marks. Paper length: 1hour 45 minutes	20% Of total GCSE
History Around Us (Glastonbury Abbey)	Total marks for paper 40 marks +10 marks SPaG Paper length: 1 hour	20% Of total GCSE
Period Study The Making of America, 1789 -1900 World Depth Study Living under Nazi Rule, 1933-1945	40 marks for each study unit.	20% Of total GCSE
	Total marks for paper 80 marks. Paper length: 1hour 45 minutes	20% Of total GCSE

- The structure of the main two papers will be exactly the same ie the same layout and question styles for each, which will enable students to familiarise themselves with how to tackle certain question types. None of these should be a surprise as your teacher will be able to show you some examples to help you practise and, therefore, do well.
- Remember that the examiners want you to do well and will be looking for comments to reward rather than looking to spot mistakes or gaps in your knowledge.

- Many of the question styles will be like those you have already seen in Key Stage 3. There will be questions which ask you what you know and have learnt, and other questions which are more about your own opinions, allowing you to give your own explanations and reasons for something that happened in the past.

Reasons to study History

Students of History find a wide range of careers open to them. Key positions in the media – newspapers, journals and magazines, television, film and radio – have been colonised by historians. There are several History graduates in the entertainment area of the media. Jonathan Ross; Simon Thomas, a presenter of Blue Peter since 1999, is a Birmingham graduate. Likewise, Timmy Mallett!! (Warwick Uni) began his career as a children’s presenter but has since diversified into acting and producing. Behind the scenes of television and radio are senior managers many of whom are History graduates - such as James Moir (Nottingham Uni), Controller, BBC Radio 2; Alan Watson (Cambridge Uni), chair of the Corporate TV Networks; Rachel Attwell (Warwick), Deputy Head BBC TV News; John McCormick (Glasgow), Controller BBC Scotland; and Lesley Anne Dawson (Keele), Head of the Press Office at ITN. These are important people in TV!

Historians are packed ‘behind the scenes’ of TV - researchers, producers and editors, whose names whizz by in the programme credits, cannot for want of space be given even that brief passing mention here. The daily appearance of news and current affairs presenters on ‘the box’ has made several History graduates household names.

The press also boasts a fair number of historians working as education correspondents, home affairs editors, journal editors and freelance journalists. Two of these are particularly well-known and will serve as examples of what can be achieved: Peter Wilby (Sussex), the editor of the New Statesman, and David Montgomery (History and Politics, Queen’s Belfast), Director of News UK and former chief executive of Mirror Group Newspapers. Journalists require many of the skills of the historian.

In addition to news journalism, many historians have entered politics at local and national levels. Five of the recent Labour cabinets running the country have been Historians: Gordon Brown (Edinburgh), former Prime Minister; Alan Milburn (Lancaster), former Health Secretary; Dr John Reid (Stirling), former Northern Ireland Secretary; Paul Murphy (Oxford), former Welsh Secretary; John Prescott (Hull), former Deputy Prime Minister and former Environment, Transport and the Regions Secretary; and Nick Brown (History and Politics, Manchester), former Agriculture Secretary. Another 8 had History as part of their degree! The diplomatic branch of the civil service, in particular, has provided an outlet for the talents of History graduates.

Many History graduates have attained distinction in the ‘private’ pursuit of the arts, notably as writers. Good writing is a quality that is highly prized by historians.

There are a significant number of lawyers whose first degree is in History. The ability to present cases and use evidence is obviously very suited to historians!

So what, may we conclude, is the use of History in the world of work? A History degree undoubtedly provides an opening to a wide range of careers. Some will come as no surprise: teaching, academia, clerical and administrative, PR, retail and catering, politics, and library, museum and information services. Others, notably business, may raise an

eyebrow. Perhaps most surprising though is the extent to which historians have risen to the very top of a diverse range of professions and to key positions in civil society and in the attainment of which their education must have played no mean part. A truly remarkable number of History graduates have gone on to become the movers-and-shakers of modern-day Britain. Many top jobs are within the grasp of historians. With a History degree you can aspire to be prime minister, press baron and media mogul, overlord of the BBC, Archbishop of Canterbury, top diplomat, Oxbridge Vice-Chancellor, England footballer and football manager or chairman of the richest football club in the world, celebrated pop musician, best-selling novelist, trade union boss, business millionaire and perhaps even, one day, monarch of the realm!

After successfully completing the course, you could go on to study Advanced level History, Law, Media Studies, Politics, Economics and Sociology, Business Studies, Leisure and Tourism, vocational courses, to mention a few.

Next steps.....

You can find out more about this course by going online and looking at:

www.ocr.org.uk
thehistorylowedown.weebly.com

Please note the above information is correct as at December 2017 but there may be some slight changes once the exam board receives confirmation from Ofqual.

GCSE French, German, Spanish or Mandarin Chinese

Why are languages important?

English is not enough; it may seem like everyone in the world speaks English, but in fact most people don't! We are lucky to speak English, but in an increasingly competitive world, exclusive reliance on English leaves the UK lagging behind other countries in some sectors.

As opportunities to travel and work abroad have grown, the world is becoming a smaller place – you will find learning another language more and more useful, whatever you decide to do.

Languages are also important to help us to understand and empathise with the culture and lives of those from other countries. There are many French-, Spanish- and German-speaking countries all around the world. Mandarin Chinese is the mother tongue of over 873 million people, making it the most widely spoken first language in the world.

What will I do for GCSE in French, German, Spanish or Mandarin Chinese?

You will study 5 broad themes, each of which is broken down into smaller sub-topics. The themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

You will spend time on activities which enable you to listen, speak, read and write in the foreign language, with a partner, in small groups or with teachers. We will make use of a range of ICT resources and our language assistants will support you in developing your speaking skills.

How will I be assessed?

You will be assessed in the four main language skills:

LISTENING

READING

SPEAKING

WRITING.

All exams will take place at the end of Year 11.

WRITING - 25% of final grade

This exam will include translation into the MFL and short essays in that language. You will **not** be able to use a dictionary so there will be lots of practice of exam-writing techniques in your lessons.

SPEAKING - 25% of final grade

For this exam, you will be able to prepare a presentation on one topic. You will also take part in a role-play, describe a picture and answer some general conversation questions.

You will not have to perform in front of a class - just you, your teacher (who will be the examiner) and a microphone so that your exam can be recorded and sent to the exam board for marking.

LISTENING - 25% of final grade

This will incorporate a variety of comprehension exercises, including gap-fills, multiple-choice questions and answering in both English and the Target Language.

READING - 25% of final grade

There will be a range of different questions about different texts; multiple-choice exercises, gap-fills and longer answers in both English and the MFL. There will also be a question for translating into English on this paper.

Exam Board: Edexcel

Some key facts to consider!

- Over 60% of British trade is with non-English speaking countries.
- You are more likely to be able to sell or work with foreign companies in their language.
- Other European countries are aiming for skills in 3 languages.
- On average, people who use languages in their jobs earn 8% more than their colleagues.
- 94% of the world's population do not speak English as their mother tongue.

Careers

A qualification in a language can be useful in a wide range of jobs:

- Media
- Journalism
- Sales
- Sports
- Charity work
- Tourism
- Hotels and catering
- Banking
- Telecommunications
- Trade and commerce
- Teaching
- Engineering
- Transport and distribution and many more.

Remember that although a foreign language may not be essential for the career you choose, it is an important skill and well-recognised by employers and universities.

Linguists are excellent communicators and employers will see you as an asset!

LANGUAGES ARE IN GREAT DEMAND – MAKE SURE YOU HAVE THEM!

You may take GCSE French, German, Spanish or Mandarin Chinese – or both the languages you have studied in Year 9. Speak to your languages teacher who will be able to advise you on the most appropriate course for you. **Please only choose from the languages you are studying in Year 9.**

GCSE Music OR Edexcel BTEC First Award in Music

The GCSE Music examination (Edexcel) consists of 3 sections: Performing (30%), Composing (30%) and Listening paper (40%).

****For students considering taking GCSE Music the minimum instrumental or vocal standard required at the start of the course is GRADE 3.***

Performing:

1. Solo Performance: the candidate is assessed by the teacher and moderated by an external examiner on singing or playing an instrument (own choice of piece).
2. Ensemble performance (2 or more): the candidate is assessed by the teacher and moderated by an external examiner on one piece (own choice of piece).

Composing:

This forms the coursework part of the examination. The candidate is required to submit 2 original compositions (minimum total playing time 3 minutes) which will be assessed by the teacher and moderated by the examiner.

Listening:

This is a listening examination based mostly on the following set works and Areas of Study:

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

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

Fusions

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

The examination is divided into two sections:

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Edexcel BTEC First Award in Music

From runners to roadies, singers to stage crew and producers to promotion there are 100s of different job roles in the music industry.

Would you like to gain the knowledge and skills to give yourself the best start?

Level 2 Music BTEC will inspire you to consider a career in the music industry, giving you the opportunity to gain a broad knowledge and understanding through relevant practical and work-related activity mixed with team-working, problem solving and written project based assignments.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The BTEC Level 2 in music intends to inspire and enthuse learners to consider a career in the music industry. It gives learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, for example the live sound industry, solo or group professional performance, or music promotion and publishing.

What will you study?

You will study two core units and two specialist units across the 2 years of the course.

Core units:

Unit 1: The Music Industry:

This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist.

Unit 2: Managing a Music Product:

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD, or other music product. It requires you to organise and develop a music product, potentially in a team, and consider the success of the outcome.

Optional Specialised Units:

You will choose one of the options below in Year 10, and a further different option in Year 11.

Unit 3: Introducing Live Sound – which enables you to set up, understand and operate the concert PA systems required for most of today's music performances.

Unit 4: Introducing Music Composition – which encourages you to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition.

Unit 5: Introducing Music Performance – which enables you to develop your skills as performers for progression to the next stage of your education or training, as well as developing their technique and reflective practice.

Unit 6: Introducing Music Recording – which encourages you to become familiar with recording technology and techniques that will reinforce their musical practice as well as

developing important skills for progression into the professional world.

Unit 7: Introducing Music Sequencing – which enables learners to use the iMacs and iPads for music making, giving them a valuable vocational skill as well as a fundamental aspect of music making in the workplace.

How will you be assessed?

Unit 1 is assessed in a 1-hour exam. Unit 2 and the two optional units are assessed through a range of coursework tasks which could include presentations, recording, creating music, performances and evaluations. It is important that you are well organised and committed to meeting deadlines.

Extra-Curricular Activity

All students of Music are expected to become involved in clubs and activities outside school to enrich their experience and enjoyment. There will be a full programme of workshops and events for the coming year. We encourage you to take advantage of these opportunities and to take part in the many productions planned throughout the year, so that you become skilled and confident performers, producers, engineers and technicians.

GCSE PE or V Cert in Health and Fitness

The new GCSE specification will be fully linear and follow the new 9-1 grading structure. There will be no tiering and the course will consist of 120 guided learning hours. The course will be split into 60% exam assessment and 40% non-examined assessment.

40% Non-Examined Assessment

30%	10%
Practical performance in 3 activities as a player/performer Each marked out of 30	Analysis and evaluation of a performance to bring about personal improvement in physical activity and sport.
One team activity	Written Personal Exercise Programme
One individual activity	Assessed on analysis and evaluation skills
Final activity is a free choice	

Team Activities	Individual Activities
Association Football Badminton Basketball Hurling and Camogie Cricket Dance Gaelic Football Handball Hockey Lacrosse Netball Rowing Rugby League Rugby Union Squash Table Tennis Tennis Blind Cricket Goal ball Powerchair football Table Cricket Wheelchair Basketball Wheelchair Rugby	Amateur Boxing Athletics – Field events Athletics – Track events Canoeing Diving Golf Gymnastics Equestrian Kayaking Rock climbing Sculling Skiing Snowboarding Swimming Trampolining Boccia Polybat

60% Examined Assessment

The written exams will be weighted as below.

There will be 2 papers on the new specification worth 160 marks total

The format of the paper stays the same:

Multiple choice, short answer and extended answer questions.

Objectives	Description	Weightings
AO1	Recall info – label heart, list muscles etc.	25%
AO2	Application of knowledge	20%
AO3	Analyse and evaluate – extended writing questions	15%

Component	Content	Assessment
Exam 1 – Fitness and body systems	Anatomy Movement analysis Physical training Use of data	1 hr 45 mins 90 marks 36% overall
Exam 2 – Health and performance	Health, fitness and wellbeing Sport psychology Socio cultural influences Use of data	1 hr 15 mins 70 marks 24% overall

Exam board - Edexcel

V Cert in Health and Fitness

V Cert in Health and Fitness is a Level 2 course that we have been running for a year. The course is well suited to students who enjoy sport, but may not consider themselves to be as confident with regards to their sporting performance. The students are not assessed on their sporting performance although they will still have practical sporting and health based lessons.

Assessment is based on Pass, Merit, Distinction and Distinction *. These grades are the equivalent to a whole GCSE qualification and illustrated in the table below. They achieve these grades by completing and collecting evidence for each criteria.

grade comparison table

	Level 1					Level 2				
Old GCSE Grade	U	G	F	E	D	C	B	A	A*	
V Cert Grade	NYA	P	M	D	D*	P	M	D	D*	
New GCSE Grade	U	1	2	3	4	5	6	7	8	9

The course is broken down into 4 units. 3 out of the 4 units are controlled assessments and the content is explained below.

25% - **Unit 1 - Principles of Health and Fitness** - (fitness, health, components of fitness, fitness testing, cardiovascular, respiratory, skeletal, muscular, nervous and digestive system).

25% - **Unit 2 - Healthy Lifestyles** - (diet, lifestyle factors, reasons to take part in sport, sedentary lifestyles)

25% - **Unit 4 - Development of a personal health and fitness programme** (design and implement a 6 week training programme)

2 hour examination

25% - **Unit 3 - Preparing and Planning for health and fitness.**

Unit 3 is a 2 hour examination, where students will draw on content covered in Units 1, 2 and 4. The questions are based on real life, health and fitness scenarios. It requires students to read a scenario and answer a question in a health and fitness context.

Important notice - Students can only get credited for the award if they get a pass or higher in Unit 3. If they fail the exam, they cannot pass the whole course. Students get 2 attempts to pass the test.

Next Steps

For both GCSE PE and V Cert it is recommended that students get advice and guidance from their PE teachers on their suitability to take either GCSE PE or V Cert. They are both excellent courses, but we want to ensure that the correct students are enrolled on the course that suits them best.

GCSE Philosophy, Ethics and Religion

If you are looking for an option that requires you to face some of the most important issues in Britain today then look no further than GCSE Philosophy, Ethics and Religion. It is a subject where you shape the lessons with ideas, discussions and your knowledge of current affairs. The topics you study aren't static, they accommodate our country's issues, you get to scrutinise how you view "truth" and analyse how people handle controversial topics.

How lessons will look?

- We will look at important current case studies, we will pick apart how we understand them, how theists understand them and how secular organisations understand them.
- We'll look at facts, we'll look at fiction and bias. There will be lessons where we will use time to work out how to make unbreakable arguments and then we will test them.
- We will analyse the influences of theist, atheist and agnostics by using primary sources.

What skills will you develop?

- We are going to teach you how to argue your point and persuade others.
- We are going to give you the diplomacy to take into account other people's beliefs and the confidence to question all of it.
- Constructive arguments, honesty and respect will all be exercised in lessons.

We will be covering things which you could go home and discuss with family and friends. With increasing maturity you will start to discuss issues which will challenge your interpretation of the world we live in.

Ethics topics which we will cover

These topics will give students the chance to discuss in lessons some controversial issues that are current in the world and media.

- Religion, conflict, war and peace - covering different types of war, Just War theory, pacifism, current conflicts, reasons for going to war, charities and organisations who work during and after war.
- Relationships - covering different types of relationships, contraception, sexuality, gender, family, marriage, co-habitation, adultery, divorce.
- Crime and Punishment- covering judgment, criminal activity, the law and justice, sentencing, prison, capital punishment, redemption, society's attitudes.
- Life - covering when life begins, the questions around termination and the laws, euthanasia and the law, how the world began.

How will this be assessed?	
Religion Beliefs and Practices	Ethics and Philosophy
<p>What's assessed? Beliefs, teachings and practices of two religions: Christianity Hinduism/ Buddhism</p> <p>How is it assessed? Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE</p>	<p>What's assessed: Religious, philosophical and ethical studies themes: Theme A: Relationships and families. Theme B: Religion and life. Theme C: The existence of God and revelation. Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment.</p> <p>How it's assessed Written exam: 1 hour 45 minutes 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE</p>

All of these topics will look at different perspectives, including two religions, atheist and humanist perspectives.

Religion

Half of the exam is based on religious understanding and evaluation. The two religions we study in depth are Christianity and Buddhism. Students have already started their learning of the Christian faith in Year 9. We learn about the belief and the practices of religion which will give clarity to the religious ethical standing.

The area in the religion we look at is their understanding of the meaning of life, death, creation, how and why they are influenced today by their scripture, how they worship, festivals they follow and the core teachings of their faith.

I challenge you to find a subject which is more relevant. Where else will you question whose responsibility it is to provide humanitarian aid in Aleppo, whether a family should still be a nuclear construction, if gender reassignment is liberalism gone mad, if Trump is right to change abortions laws, if China over uses the death penalty or why there are proportionately more ethnic minorities in British prisons?

Out of the classroom experiences

There is the potential to go anywhere in the world with Philosophy, Ethics and Religion. We will be looking at booking a trip to Italy to visit Rome and the Vatican, where the focus will be to unpick the nature of creation and the very background of the Christian faith. Additionally, we will also be going to London for a multi faith day to imbed our understanding of a range of religious views.

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