

# OVERTON GRANGE SCHOOL



## KEY STAGE 4 CURRICULUM INFORMATION

# Year 9 Options

STUDENT'S  
NAME \_\_\_\_\_

TUTOR GROUP \_\_\_\_\_

Dear Parent/Carer

The purpose of this booklet is to inform you and your son/daughter of the curriculum offered at Key Stage 4 so that together we will be able to reach decisions about the subjects and courses that your child will follow in Years 10 and 11.

#### **Key Stage 4 curriculum changes**

In recent years, significant changes have taken place to GCSE and BTEC qualifications with the introduction of new specifications. These include a return to exams taken at the end of the course, and measures to improve the quality of spelling and punctuation.

#### **End-of-course GCSE exams**

For two-year GCSE courses, all external exams will have to be taken at the end of the course. Students will still be able to retake a full GCSE in Maths and English Language in November 2025 (their Year 12) because of the importance of these subjects for entry to further education and employment

NEA (Non-Examined Assessments) take place in school, the timing of which is determined by the individual exam boards.

#### **Spelling, punctuation and grammar**

Marks for accurate spelling, punctuation and use of grammar have been restored to GCSE exams that have a sufficient written English element e.g. English Literature, Geography, History and Religious Studies.

#### **BTECs and other vocational courses**

At least 20% will be externally assessed.

#### **Key Stage 4 Curriculum**

We want to enable students to make an effective transition from the largely compulsory curriculum of KS3 to the more flexible curriculum of KS4 and we have changed the structure of the options to provide a curriculum that gives flexibility for some students to take up to 10 GCSEs while others will take fewer GCSEs with alternative equivalent courses for those with particular needs, interest or talents. The structure of the curriculum has two distinct parts:

Part 1: **The core** curriculum (page 5) that all students follow at GCSE level consists of **English Language and Literature, Mathematics, Combined Trilogy Science Double Award and Citizenship Studies**. All students are also required to study **RE** and **PE**. ICT is developed and utilised across the curriculum.

Part 2: In addition to these 'Core' subjects, there are choices for students from subjects which are grouped into option blocks (page 6). All subject options offer recognised courses that lead to a variety of qualifications, students are required to **select up to 3 subjects from the options listed, at least one choice from Section 1 and up to 2 others**. This is a guided choice whereby parents, student, teachers and tutor will need to consider how appropriate a particular subject or combination of subjects is for each individual student.

**Guidance on making your choice:**

In selecting option subjects, it is important that students have a balanced curriculum. We expect all students to continue with at least one from a **Modern Foreign Language or a Humanities subject** (History and/or Geography) to GCSE level. If students choose to study Geography or History AND a language then this combination is known as the English Baccalaureate. *(The ‘English Baccalaureate’ is the combination of English Language, English Literature, Maths, Double Science, History or Geography and a Modern Foreign Language. This is appropriate but not compulsory for those considering Higher Education).*

The key to success is to select a broad and balanced set of subjects that reflects the student’s abilities and interests whilst keeping their future educational and career options open. We have tried to maximise choice but this needs to be within realistic (for the student) and practical (for the school) boundaries, **e.g. if only a very few students opt for a subject we may not be able to offer that subject and if too many students opt for some subjects we will have to limit group sizes if we cannot run an additional group.**

Choices should take account of how many GCSEs it is appropriate for an individual student to study. There are ways of reducing the number of subjects studied and the number of GCSEs taken, outlined in the introduction to this booklet and which will be further explained at the **Options Evening on 18th January 2024 (5:30pm-6:45pm).**

Choosing the subjects and the courses students will continue to study is a difficult task and it can be a stressful time. As you read through this booklet with your child we hope you will be able to reach decisions without too many difficulties.

If you find there are questions which we do not seem to have answered, please do make a note and either you or your child can contact a member of staff to gain further information.

Year 9 reports and the Parents Evening (see below) will help to identify the subjects students will study, as will assemblies and work done in Citizenship Studies lessons.

It is important that students think carefully about their options and make appropriate choices - further guidance appears later in this booklet. **It is very difficult to change options once students have started Year 10 courses.**

**KEY DATES TO REMEMBER:**

**18 January 2024 5:30pm-6:45pm**  
Options Evening for Parents/Carers/  
Students In School

**25 January 2024**  
Y9 Parents Evening Online

**9 February 2024**  
Option choice deadline for submission  
online

**19 Feb to 1st March 2024**  
Option Choice interviews for  
identified students

Our aim is that by the end of this process your child will have been allocated the subjects/ courses which will be appropriate for them; enable them to study with a positive attitude and gain success and self-fulfilment.

Yours sincerely  
Mrs L Keenan  
Assistant Headteacher

## KEY STAGE 4 CURRICULUM

The curriculum at Overton Grange School is continuously under review and is changing and developing to reflect new regulations, national developments and the needs of all our students.

Whilst maintaining a commitment to a broad and balanced curriculum there is also an opportunity to choose a route that will provide the subjects and styles of learning to suit individual needs. There is not only scope to offer students a traditional academic route through KS4 but also choices in subjects that provide a vocational or applied dimension to their learning.

In most GCSE courses the volume of assessment continues to be significant. It is important for students to be aware of the requirements of each course and to aim for the highest standards by keeping up to date with assignments. Details and specific information about the various courses on offer can be found in this booklet.

### GCSE Grading

GCSEs will be graded from 9 to 1.

Grade 9 is the highest awarded.

This has replaced the alphabetical system.

GCSE Grade
9
8
7
6
5
4
3
2
1

**WHICH SUBJECTS DO STUDENTS HAVE TO STUDY AT KS4?****THE CORE CURRICULUM**

In Years 10 and 11 students have to study the following:

<b>SUBJECT</b>	<b>GCSE / COURSE</b>
English Language and English Literature	2 GCSEs
Mathematics	1 GCSE
Combined Trilogy Science Double Award Or Triple Science	2 GCSEs 3 GCSEs
Religious Studies (Philosophy and Ethics)	1 GCSE
Physical Education	Non exam
Citizenship	1 GCSE

AND **AT LEAST ONE** FROM

History, Geography or a MFL	1 GCSE
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**THESE COURSES ARE COMPULSORY**

The course information is based on the most accurate information available at the time of going to print.

## OPTION SUBJECTS

In addition to the core curriculum, all students will select up to 3 optional (Options) subjects most of which lead to a GCSE or an alternative level 2 certificate. Option subjects have 5 periods per fortnight.

The option subjects have been placed in blocks. Students must choose one subject from each of blocks A,B, and C.

Students must choose one subject from Section 1

	A	B	C
Students must choose at least <u>one</u> subject from Section 1	<b>Section 1</b> Geography History Spanish	<b>Section 1</b> Geography History French	<b>Section 1</b> Geography History Spanish

Choose AT LEAST one subject from Section 1 above

Choose up to <u>two</u> subjects from Section 2	<b>Section 2</b> Business Media Studies * (25) Product Design Textiles PE	Art Business Food Music GCSE	Health & Social Care BTEC ICT BTEC Drama (26) Music Tech * BTEC (15)
	Support HSD KS4 Support (Alternative Provision) EAL	Support HSD KS4 Support (Alternative Provision) EAL	Support HSD EAL KS4 Support (Alternative Provision)
Choose from each block			
Reserve			

You must choose one reserve subject in each block.

( ) = Maximum Class Size

- Students will be invited to choose the Support option based on their learning needs and performance at KS3. The Support option will be tailored to meet the needs of the cohort and will include: literacy and numeracy and alternative qualifications and other enrichment activities.

\* **NB** As Media Studies and Music Tech BTEC are usually popular, students wishing to study this will be required to fill out an applications for Mr Jackson and Mr Beitlberger to determine suitability.

## THE KS4 GUIDANCE & SELECTION PROCEDURE

We aim to offer advice that is informed, accurate and impartial. To do this we have planned a range of support for students and parents.

<b>December</b>	Year 9 reports issued
<b>January</b>	4 week PSHE / Careers programme Subject teachers discuss their KS4 subjects in class.
<b>18 January</b>	Options Day including options presentation to parents/carers 5:30pm-6:45pm - Mrs Keenan
<b>25 January</b>	Year 9 Virtual Parents Evening
<b>9 February</b>	Final date for submission of option choices online
<b>19 Feb-1 March</b>	Options interviews for identified students

- Guidance and any necessary counselling will take place throughout the process by tutors and subject teachers.
- If you or your son or daughter needs clarification or guidance please contact either:

Subject teacher (preferably Head of Department)  
Tutors  
Mrs Keenan (Assistant Headteacher)  
Mr Chandler (Head of Year 9)

- Students will be helped by subject teachers/tutors to review their progress and achievements
- Students will have a programme of careers education that includes learning about the options available and how to go about making choices
- Students will be helped in Year 9 to make their choices for KS4 and be offered guidance on the choices that best meet their particular aspirations, interests and talents.

Parents who wish to see or discuss the full details of a particular course should contact the relevant teacher in charge of the subject as follows:

Art	Ms Winbourne
Business Studies	Mrs Hodgson
Citizenship	Mr Lill
Design & Technology	Ms Harker
Drama	Ms MacLean
English	Mr Foad
EAL	Ms Gunn
Geography	Mr Bagg
Health & Social Care	Ms Aram
History	Ms Maley
ICT	Ms Nsiah
Languages	Ms Fernandez
Mathematics	Miss Brathwaite
Media Studies	Mr Jackson
Music GCSE	Mrs Callaghan
Music Technology	Mr Beitlberger
PE	Mr Potter
Religious Studies	Ms Barraclough
Science	Ms Fylypczuk
Support Options	Mr Baldwin/Mrs Floyd-Williams

**After forms are handed in:**

- Interviews with identified students who may need guidance or a discussion about their choices.
- Consultation with the Heads of Departments
- Consideration of student choices against their record of prior attainment, effort, homework, behaviour, attendance and punctuality
- We hope to be able to confirm each student's KS4 course early in the Summer term.



During this period of decision making students need to clarify their expectations so they do not experience future disappointment. They need to have an accurate and realistic picture of themselves when considering the suitability of opportunities available to them. Some points to consider when making choices are:

- **Interest & Ability:** success is often related to motivation and hard work, which in turn is often related to the interest that a student has in the subject.
- **Career and Qualifications:** certain subjects are an essential requirement for certain careers, although our curriculum is designed in such a way to minimise this concern.
- It is a requirement that all students will continue with a Modern Foreign Language or a Humanities subject. Triple Science may be required for some careers and students should ask for advice if they are unsure.
- **Easy Choices:** there can be a tendency to assume that it is easier to gain a qualification in some subjects rather than others. **This is not so.** All subjects are rigorous in their own way.
- **Advice:** pastoral and subject staff will be giving as much guidance as possible to the students throughout this period of decision making. Please do not hesitate to contact the school if you require any further assistance in making the final decisions.
- **Career Advice:** Ms Oakley, our Careers Advisor is available on Tuesday & Thursdays 8.30-3:05 in the Learning Resource Centre for individual careers interviews/advice if required.

## HOW CAN PARENTS/CARERS HELP?

Your support is invaluable in giving your son/daughter the confidence to choose the right courses. Choices about courses should be based on your teenager's interests and ability and not on what their friends are doing or whether they think the subject might be an easy option or better suited to boys or girls. Getting as much information as possible about the courses available is a good start. To help them make sound decisions, encourage them to consider:

- ***What subjects they enjoy and are good at***  
This is a good place to start but remember some subjects are not optional.
- ***Something new***  
Could a new subject give a fresh challenge? Do these new subjects match their interests and abilities and could they perhaps be useful in a possible future career?
- ***How they like to learn***  
How your teenager likes to learn is important when thinking about what courses suit them best. Assessment varies with different subjects and can include essays, fieldwork reports, art work, making things and investigations.
- ***What are their interests?***  
Looking at their interests will help with choosing courses and could point to a possible future career.
- ***Do they have a career in mind?***  
If your teenager has an idea of the sort of job they would like to do, encourage them to find out about the courses and qualifications that would be helpful. Some jobs require specific qualifications at GCSE level and beyond. Encourage them to keep an open mind and not be influenced by stereotypical ideas of what is *men's work* and what is *women's work*, but to think about where their interests and abilities lie.

**The important thing is to keep options open by choosing a broad and balanced range of subjects.**

## STUDENTS

Use the checklist below to help you make your choices:

**1. Which course should I choose?**

Choose courses that:

- You know you can do well in
- Are in subjects you like
- Reflect your interests and personal qualities
- Help you learn in the best way for you
- Will help you keep your options open in the future

**2. Why should I not choose some courses?**

Don't choose courses because:

- You like the teacher, or reject courses because you don't like him/her - the teacher could be different next year
- Your friends are choosing them - they are different from you and have different strengths and interests

**3. Is it okay to drop subjects?**

Yes, but remember:

- Quite a few jobs which are not directly related to a subject may make use of it
- You **must** take a Language or History or Geography

**4. What else should I consider?**

If you:

- Have a clear idea about your future career and you may want to find out the most appropriate courses for it, which would start you on the way but without stopping you from doing other things if you change your mind
- Want to continue in learning - find out what subjects you could do and whether you need to take certain courses to help you achieve your aim
- Do not have any clear ideas now, it does not matter - choose a range of courses that fit the list in 1 above

**5. Remember that you will have more routes to achieving your goals than your parents/carers had. Think carefully about your next steps, follow your strengths and interests, check out information in the careers library.**



# **CORE SUBJECTS**

# **MATHEMATICS**

**AWARD:** GCSE Mathematics

**EXAM BOARD:** Pearson

The GCSE Mathematics specification has two tiers of entry – Foundation and Higher. The Foundation Tier covers grades 1 to 5, whilst the Higher Tier covers grades 4 to 9. This means that every student is able to aim for a grade 4 which is required by most schools and colleges to study at level 3.

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Mathematics is to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## **Course Description**

Students will continue to build on the topics covered at KS3, albeit at an increasing level of difficulty as well as the introduction of new topics and skill sets. The aim of the qualification is to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. The syllabus content covers Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics. There is no coursework in the Mathematics GCSE.

## **Assessment and Examination**

For the GCSE Mathematics there are three papers, the first is a non-calculator paper and the final two are calculator exams. All three exams last 1 hour and 30 minutes, are out of 80 marks and are equally weighted. The content outlined for each tier will be assessed across all three papers. These three papers will be sat in the summer of Year 11. All papers must be the same tier of entry. It is important that the students bring the correct equipment and a calculator to every lesson.

All papers will have a range of question types, where questions will be set in both a mathematical and non-mathematical context.

## **ENGLISH LANGUAGE**

**AWARD:** GCSE English Language  
**EXAM BOARD:** AQA

Students will sit two exam papers. These are:

Paper 1: Explorations in Creative Reading and Writing (50% of the GCSE course)

Paper 2: Writers' Viewpoints and Perspectives (50% of the GCSE course)

In addition to this, students will be assessed with a non-examination Assessment of Spoken Language. This will be teacher set and marked throughout the course, and reported as a separate endorsement

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. The exam papers will consist of comprehension-style questions on a variety of fiction, non-fiction and literary non-fiction texts, as well as other writing such as reviews and journalism. The assessment of the written skills of students is examined Section B of each paper.

20% of the marks will be awarded in the examination for spelling, punctuation and grammar.

# **ENGLISH LITERATURE**

**AWARD:** GCSE English Literature  
**EXAM BOARD:** AQA

The English Literature GCSE consists of two exam papers:

Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel (40% of the GCSE course)

Paper 2: Modern Texts and Poetry (60% of the GCSE course)

Paper 1 involves the study of a Shakespeare play and a 19<sup>th</sup> Century Novel, both selected from a range prescribed by the examination board. For each text, students will be required to write in detail about an extract from the texts and then write about the texts as a whole.

The Modern Texts and Poetry examination, Paper 2, is divided into three sections: Section A will involve students studying a modern prose or drama text; in Section B, students will write a comparative essay on a cluster of poems studied in class; and in Section C, students will be asked to write an analytical response to an unseen poem, and then compare this to another unseen poem.

With their teachers, students will study a cluster of poems from an Anthology provided by the exam board, focusing on either Love and Relationships or Conflict and Power. In one part of the exam they will be asked to write an essay comparing two poems studied that address similar themes or stylistic elements.

20% of the marks will be awarded in the examination for spelling, punctuation and grammar.



## **SCIENCE**

**AWARD:** GCSE Science  
**EXAM BOARD:** AQA

Since September 2016 it has been a compulsory requirement for all students to complete double award Science.

For the majority of students, the course they will follow will be AQA GCSE Combined: Trilogy. This course covers key aspects of Biology, Chemistry and Physics, however their end qualification will be two Science GCSE's. Although there is no longer any controlled practical assessment, students are required to complete twenty one practical's within the two year course, and these will be assessed within their GCSE exams.

Students in set 1 and 2 in Year 9 will study AQA Triple Science after the Christmas term of Year 9. From this data at the end of Year 9, we will identify the top 60 students that we consider are able to study Triple Science. This will result in them achieving three Science GCSE's; one in Biology, one in Chemistry and one in Physics. As with the double award, there is no controlled practical assessment. Instead the students will be required to complete twenty-eight practical's which will be assessed within their GCSE exams. All others will study Combined Trilogy Science.

# **CITIZENSHIP STUDIES**

**AWARD:** GCSE Citizenship  
**EXAM BOARD:** Pearson

## **COURSE DESCRIPTION:**

The GCSE meets the requirements of the National Curriculum and the Citizenship Programme of Study and is studied in Year 10 and 11. It is also designed to actively engage students in their community, enabling them to fully take part in Citizenship activities. The course is designed to develop students' understanding of the issues surrounding citizenship in the 21<sup>st</sup> Century.

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world.

They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

## **ASSESSMENT AND EXAMINATION**

2 exam papers (1 hour and 45 mins each) are worth 100% of the total mark, although a coursework project is written about in Paper 2 (worth 15% of the total marks).

The exam papers are focused on the following content:-

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

The department will make up-to-date revision packs available through Show My Homework and on the student shared area in-school.

# RELIGIOUS STUDIES

**AWARD:** GCSE Religious Studies  
**EXAM BOARD:** AQA

## COURSE DESCRIPTION

The course consists of two elements:

### Component 1

The study of Religion: beliefs, teachings and practices.

- Christianity
- Judaism

### Component 2

Thematic studies:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

The Religious Studies GCSE is a core subject at Overton Grange. The course teaches students about cultures and belief systems from around the world whilst encouraging students to contemplate some of the most difficult and complex political and social issues.

Religious Studies at GCSE includes a deep dive into the religions of Christianity and Judaism including their beliefs as well as their practices. The importance of religious and cultural literacy is vital in an ever increasing multicultural and interconnected world. The second part of the course is the Thematic Studies. These themes cover a wide range of ethical concerns facing the modern world: from war and conflict, the treatment of offenders, euthanasia, the intersection of faith and science, as well as relationships and families. RS endeavors to equip students with critical thinking skills, and the ability to evaluate and analyse information and opinions they are faced with so they are confident in fortifying their own views on these complex issues.

These skills are useful not only in lesson but in all aspect of modern life, from determining fake news, to navigating political and social concerns.

## ASSESSMENT AND EXAMINATION

Assessment in religious education is made of 2 written exams (100% of total marks)

Marks will be awarded in the examination for spelling, punctuation and grammar.

## **CORE PE**

It is a requirement that all students participate in PE at KS4 as well as KS3.

Each student will be required to participate in two core PE lessons fortnightly. These lessons will continue to develop skills learnt at KS3 as well as allowing students to experience new sports and activities. In Year 10 all activities will be taught on site and may include netball, football, dance, badminton, athletics, tennis, table tennis, fitness training and sport education.

Students will be involved in leading warm ups and planning their own training programmes to enhance their skills in each activity.

The standards of PE have been very high at KS3. The same expectation will be in place at KS4. Full Overton Grange PE kit must be worn for each lesson and students will need to demonstrate high levels of motivation and enthusiasm.

The KS4 programme is seen as one for all students to consolidate previously learnt skills and develop new ones that can be used across the curriculum and outside of school. It will also enable them to develop interests in sporting activities which can promote a lifelong interest and participation in sport.

During Year 11 students have the opportunity to participate in some off site activities as part of their core curriculum. This may include tennis or five a side football. Students will have to pay for these activities. There will also be activities offered that will be free of charge.

## ALL STUDENTS MUST CHOOSE AT LEAST ONE FROM: GEOGRAPHY, HISTORY OR A FOREIGN LANGUAGE

### **GEOGRAPHY**

**AWARD:** GCSE Geography  
**EXAM BOARD:** AQA

#### **COURSE DESCRIPTION**

AQA GCSE Geography provides students with a varied and wide study of the world, considering both Physical and Human Geography. The content, below, builds on the topics covered at Key Stage 3, but in greater depth. Paramount to the success of students is place based knowledge and understanding the tensions between the physical world and human interactions. This course is interesting and current with real world affairs. From understanding the rapid desertification in the Sahel to the pressures of water insecurity in China: there is something that will catch your interest!

#### **ASSESSMENT AND EXAMINATION**

##### **Paper 1 – Living with the physical environment**

The Challenge of Natural Hazards  
The Living World  
Physical Landscapes in the UK (Coasts and Rivers)

Assessed in a 1 hour 30 minute exam (35% of the GCSE)

##### **Paper 2 – Challenges in the human environment**

Urban Issues and Challenges  
The Changing Economic World  
The Challenge of Resource Management (Water)

Assessed in a 1 hour 30 minute exam (35% of the GCSE)

##### **Paper 3 – Geographical applications**

Issue evaluation – a pre-release booklet that teachers will guide students through prior to the exam  
Fieldwork – questions which can be answered using the content from two **compulsory** fieldtrips.  
Geographical skills

Assessed in a 1 hour exam (30% of the GCSE)

Marks are awarded in each paper for spelling, punctuation and grammar.

## **Why Choose Geography?**

**ALL STUDENTS MUST CHOOSE AT LEAST ONE FROM EITHER GEOGRAPHY, HISTORY OR A FOREIGN LANGUAGE, HOWEVER STUDENTS CAN CHOOSE MORE THAN ONE OF THESE SUBJECTS.**

The world is rapidly changing and we are all stakeholders in its future. Students have the ability to make the world a better place – raising the quality of life for not only humans, but wildlife too. GCSE Geography teaches about many of the challenges that the world is facing, providing you with the skills to assess the extent of such challenges and inspire you to be part of the future mitigating these challenges.

GCSE Geography provides malleable skills and covers varied content. It compliments GCSE History, Business, Product Design (DT) and other subjects really well. It is a popular option for many Sixth Forms and Apprenticeship employers as it is recognised for its skillset.

The Geography Department at Overton Grange seeks to provide challenging and engaging lessons and we champion student achievement. We have worked to provide the best input, support and guidance for students to achieve at GCSE. Our results were above national average (2022/2023) and have an experienced examiner for AQA.

# HISTORY

**AWARD:** GCSE History  
**EXAM BOARD:** Pearson

## COURSE DESCRIPTION

This GCSE is designed for students who have an enthusiasm and passion for History. It consists of 3 final exams.

### **Paper 1: Thematic study and historic environment**

Crime and Punishment in Britain, c.1000 to present *and* Whitechapel, c.1870-1900: crime, policing and the inner city. Topics covered include, the influence of the church in Medieval England, Matthew Hopkins, the Witchfinder General, Highway Robbery, Smuggling, the Toll Puddle Martyrs, Robert Peel and the Metropolitan Police, Whitechapel between 1870 and 1900, the treatment of conscientious objectors and finally the Derek Bentley case.

*Written examination 30% of the qualification*

### **Paper 2: Period study and British depth study**

Early Elizabethan England, 1558-88 *and* Superpower relations and The Cold War, 1941-91.

Areas covered in the Elizabethan England course range from theatres, creation of the Church of England, Mary Queen of Scots, discoveries in the New World and the Armada. Topics covered for Superpower relations and The Cold War, 1941-91 include the dropping of the atomic bomb, the division of Germany, the arms race, détente and the collapse of the Soviet Union.

*Written examination 40% of the qualification*

### **Paper 3: Modern depth study**

Weimar and Nazi Germany, 1918-39

Topics covered here include the legacy of the First World War, hyperinflation, joining the League of Nations, Hitler's early career, Munich putsch, growth and support of the Nazi Party, the role of Hindenburg and Hitler becoming Chancellor.

*Written examination 30% of the qualification*

Marks are awarded in each paper for spelling, punctuation and grammar.

### **Why choose History?**

**ALL STUDENTS MUST CHOOSE AT LEAST ONE FROM EITHER GEOGRAPHY, HISTORY OR A FOREIGN LANGUAGE, HOWEVER STUDENTS CAN CHOOSE MORE THAN ONE OF THESE SUBJECTS.**

History is a subject that encourages you to develop skills that can be used in a variety of future careers. The ability to look at situations objectively and to evaluate evidence are skills and qualities which are valued in many professions including Education, Business & Economics, Law, Journalism and Politics. History also compliments other GCSE subjects including English, Geography, Business Studies, Media and RE. It will also provide a solid foundation for many A Level courses such as History, English, Government and Politics and Sociology. However, the most important reason for choosing History at GCSE should be that you enjoy it! If you require any further information, please do not hesitate to contact your History Teacher or Miss Maley.



## MODERN FOREIGN LANGUAGES

**AWARD:** GCSE FRENCH / SPANISH  
**EXAM BOARD:** AQA

### COURSE DESCRIPTION

Taking a GCSE in a modern foreign language opens a multitude of opportunities for the future. Not only will you develop your speaking, reading, writing and listening skills, you will also develop an understanding of another culture and way of life. Language learning involves a wide range of essential and transferable skills: **memory** skills, **communication** skills, **analytical skills**, **confidence** building, **grammatical** understanding, individual study skills and **team work**.

The GCSE courses will build on what students have already learned in Key Stage 3.

### Assessment and Examination

Assessment in all three of the languages is made up of the following:

1. Reading paper: 25%
2. Listening paper: 25%
3. Speaking exam: 25%
4. Writing exam: 25%

### Why choose languages?

**ALL STUDENTS MUST CHOOSE AT LEAST ONE FROM EITHER GEOGRAPHY, HISTORY OR A FOREIGN LANGUAGE, HOWEVER STUDENTS CAN CHOOSE MORE THAN ONE OF THESE SUBJECTS.**

There are many reasons why a language GCSE might be the right choice for you:

- A greater range of **job opportunities**: the UK desperately needs students with language skills to work in business, finance, media, sales and marketing, travel and tourism and many other careers.
- You will be confident to **travel abroad** as part of your job.
- It is easier to **work and live abroad** if you already know the language.
- Speaking a language is an asset when travelling or on **holiday**.
- **Universities** and colleges look favourably on a language GCSE and some courses require a language GCSE.

We strongly recommend that students choose a language option at GCSE.



# **OPTION SUBJECTS**



## WHAT NEXT ??.....

The next pages contain details of the courses we hope to offer next year.

Please look carefully at each course. Seek further information from the Head of Department and consider carefully.

1. Your interest in this subject
2. The overall combination of your subjects; variety and balance
3. Any Further Education, Higher Education or career issues.



# **ART**

**AWARD:** GCSE Art & Design (Fine Art)  
**EXAM BOARD:** Pearson

Fine Art may be defined as work which is produced in response to students' personal experience. It is a means by which ideas are explored, communicated and through visual information and enquiry, translated into art. In the context of this specification, Fine Art includes drawing, painting, print making and sculpture.

## **Course Description**

Over the two year course, you will complete a personal portfolio and an externally set assignment. The syllabus will cover a wide range of working procedures and practices to develop your understanding of the basic elements of Art and Design; line, tone, shape, form, colour, pattern and texture. Teaching will be aimed at extending your visual language skills and developing your practical skills through a series of carefully planned projects.

An integral part of each project is the study of other artists to aid the development of your own ideas, technique and style. Trips to art galleries are organised to enable you to place your own work in the context of past and contemporary art practice.

Keeping sketchbooks, or 'work journals' is an essential requirement of the course; 75% of your marks are awarded on the sketchbook work.

## **Assessment and Examination**

To be awarded a pass at GCSE, each component of work, including the externally set component, must show evidence of attainment in four areas :

1. Develop ideas
2. Refine ideas
3. Record
4. Presentation of final response.

The personal portfolio is 60% of the total mark.

The externally set assignment is 40% of the total mark.

## Why Choose Art?

There are a number of reasons why Art may be a good choice for you. You may have talent in this subject and be considering your future career in something creative. This industry offers a huge and diverse selection of careers. You may simply like the subject, have gained good grades already and choose it as an enjoyable way of gaining a GCSE.

Throughout Year 10, the teacher will take you through a variety of projects based on a theme, these will cover a range of working methods, such as drawing, painting, printmaking, collage, mixed-media, sculpture, ceramics and photography.

Assessments for personal portfolios take place at regular intervals throughout the course, these include drawing tests, end of project assessments and end of year exams. The externally set assignment has an eight week preparation period followed by a 10 hour timed exam. The final mark is awarded following an exhibition of your work at the end of year 11.

Art at KS4 is different to KS3 in many ways: you will tend to work on a larger scale, you will have the opportunity to develop personal work and build up a portfolio for further study or career interview. Your work will reflect a more professional approach with the use of high quality materials and equipment.

Entry to most Art courses post-16 and 18 is through the presentation of a portfolio of work. It is strongly advised to study Art GCSE to develop a portfolio. Students **cannot** study the subject at A-Level without having taken GCSE.

# **BUSINESS STUDIES**

**AWARD:** GCSE Business Studies  
**EXAM BOARD:** Pearson

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

It is unlikely that you will have studied business before taking this course, but that does not matter. You might have an interest in business and want to start your own business. You might have an enquiring mind and be interested in learning about the world around you and other business issues such as: How we will survive a recession?, Why businesses are closing down? What the government doing to help? Who is making money and why?

## **What will you study?**

Theme 1: Investigating small business – this looks at different topic areas such as:

- Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

## Assessment

- This is a written examination: 1 hour and 45 minutes it counts as 50% of the final qualification. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.



### Theme 2: Building a business

- Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

### Assessment

- This is a written examination: 1 hour and 45 minutes it counts as 50% of the qualification. As with theme 1 the paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination

### **Is this subject right for me?**

The course is both active and enjoyable. You need to be good at communicating and explaining your ideas, not afraid to learn new things and solve business problems. You will learn to be a creative thinker and how to make business decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks.

### **ASSESSMENT:**

This course consists of two exams:

**Theme 1 = 50% (1 hour 45 mins)**

**Theme 2 = 50% (1 hour 45 mins)**

### **What can I do after I complete the course?**

No matter which route you decide to follow once you have completed your GCSE's this course will help you and prepare you for real life. You will develop life skills which are invaluable if you want to succeed.

- Study A levels or BTEC Level 3 in Business
- Become an entrepreneur - just think, you could be the next Richard Branson?
- Go into employment – safe in the knowledge that you know :
  - \* What is expected of you?
  - \* How do businesses function?
  - \* Your rights as an employee?

**Additional information:**

The course we will follow is the Pearson GCSE Business Studies (1BS0).

For further information – contact Mrs Hodgson

Alternatively - Why not speak to the current Year 11 students? – they will tell you all about it!

## DIGITAL INFORMATION TECHNOLOGY

**AWARD:** BTEC Tech Award in Digital Information Technology  
(equivalent to 1 GCSE)

**EXAM BOARD:** Pearson

This qualification is the equivalent of a GCSE in IT and is suitable for learners who wish to acquire knowledge and technical skills through vocational contexts. This course is designed to develop understanding and skills related to data management, data interpretation, data presentation and data protection. It will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The course is assessed by completing three units. Components 1 and 2 each count towards 30% of the total course and are 'centre assessed' tasks completed using computers in the school. The remaining 40% is from an externally assessed, scenario-based, 1hr 30 min written exam.

### **Component 1 - Exploring User Interface Design Principles and Project Planning Techniques**

In this component, you will learn the different design principles that can be used to design effective user interfaces and apply appropriate project planning techniques to create a user interface that meets user requirements. This component comprises of two assignments.

### **Component 2 – Collecting, Presenting and Interpreting Data**

This component will help to develop your understanding of how to represent information in different ways to give it more meaning. It will enable you to develop transferable data manipulation tools that you can use to make effective decisions in all areas of study and employment. It will also help you to focus on your chosen specialism in more detail, for example managing big data, business analytics.

### **Component 3 - Effective Digital Working Practices**

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. In this component, you will also learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html>

# **DESIGN & TECHNOLOGY**

**AWARD:** GCSE Design & Technology (Textiles or Product Design Route)

**OR**

**GCSE Food Preparation & Nutrition**

**EXAM BOARD:** AQA (for all D&T options)

## **COURSE DESCRIPTION**

Design and Technology helps students to understand and contribute to the modern world. We live in a time of rapid technological change and D & T prepares students for a world where that change will be getting even faster. At KS4 students will focus on **one** area of D&T instead of covering everything as you did in Years 7-9. When you come to make your choice you will be guided by your D&T teachers to base your choice on what you are likely to do well in and what may be useful in your career, as well as what you like best.

In all D&T options the way you will work at Key Stage 4 is fairly similar to the way you are used to working, in that you will mainly be working on projects but you will be expected to do more theoretical work as well. The heavy emphasis on non-examination assessment trains students to work independently and gives them a good basis for the increasing independence of the Sixth Form.

## GCSE FOOD PREPARATION & NUTRITION

**EXAM BOARD:** AQA (for all D&T options)

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated into five core topics:

- \* Food, nutrition and health
- \* Food science
- \* Food safety
- \* Food choice
- \* Food provenance.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering, food or related industries.

During the course you will work on a range of short projects and focused tasks to cover the specification. Although some of the course will be taught through practical work there will also be theory sessions to support learning. You will learn a range of food preparation skills including for example, using various tools and equipment, knife skills, use of raising agents and cooking methods. You will learn about key nutrients and nutritional needs for a healthy lifestyle. You will also consider how food science impacts on food preparation, for example looking at gelatinisation, aeration and emulsification. You will look at food spoilage and contamination and the principles of food safety. Students will consider factors affecting food choice, for example sensory factors and British and International cuisines. You will learn to be aware of food provenance, for example looking at environmental issues and food production and food processing.

A major element of the course is food preparation and cooking techniques which will be assessed through the non-exam assessment element of the specification.

Students will:

- consider the influence of lifestyle and consumer choice when developing meals and recipes
- consider the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes
- develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, process, cooking methods,

- and portion size
- manage the timing and cost of recipes effectively
- use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process
- explain, justify and present their ideas about their chosen recipes and cooking methods to others
- make decisions about which ideas are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content in order to achieve their intended outcome. You will be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results.

Students who choose GCSE Food Preparation and Nutrition must be able to:

- work hard
- learn and use technical terms and have good communication skills
- have good ICT skills
- work independently
- be aware of, and interested in, food issues
- read widely and be able to understand foods related issues
- write detailed reports and analysis.
- have a good understanding of Science and have a sound grasp of Maths

## **ASSESSMENT AND EXAMINATION**

Assessment in GCSE Food Preparation and nutrition is made up of the following:

1. Exam  
50% of GCSE/ Written exam 1 hour 45 min
2. Non-examination Assessment
  - Task 1:** Food Investigation – Practical investigation leading to a written report  
15% of GCSE/ 10 hours
  - Task 2:** Food Preparation Assessment – Plan, prepare, cook and present a three course menu  
35% of GCSE/ 20 hours (including 3 hour final menu practical session)

## **GCSE DESIGN & TECHNOLOGY PRODUCT DESIGN OR TEXTILES**

Students will have the opportunity to continue their Design and Technology studies at GCSE. Students will study the Design and Technology GCSE course outlined below. All students will study the same core technical principles, and through their option choice, will elect to follow either the **Product Design** (*papers and boards, timber, metals, polymers, etc*) route or the **Textiles** route, through which they will study the specialist technical principles and designing and making principles in the material areas of their choice.

## **GCSE DESIGN & TECHNOLOGY**

**EXAM BOARD:**                    **AQA (for all D&T options)**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. This qualification is modern and relevant, so students will learn about contemporary technologies, materials and processes, as well as established practices. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. Students will get the opportunity to apply their technical and practical expertise and also to use their evaluation skills. This course is ideal for students who enjoy problem solving and have successfully finished D&T practical projects to a good standard in years 7, 8 and 9.

Students will study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The majority of the specification will be delivered through the practical application of this knowledge and understanding. Lessons will include both theory sessions and hands on practical lessons in the workshop or using ICT based Computer Aided Design and Manufacture. Three areas will be covered:

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

### Core technical principles

In order to make effective design choices students will need a breadth of technical knowledge and understanding that consists of: • New and emerging technologies • Energy storage and generation • Modern and smart materials • Systems approach to

designing • Mechanical devices • Materials and their working properties.

### Specialist technical principles

In addition to the core technical principles, students will develop an in-depth knowledge and understanding of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- scales of production
- sources and origins
- using and working with materials
- stock forms, types and sizes
- specialist techniques
- surface treatments and finishes.

Each specialist technical principle will be taught through at least one material category. These categories may cover material areas such as papers and boards, timber, metals, polymers, and textile based materials.

### Designing and making principles

Students will know and understand that all Design and Technology activities take place within a wide range of contexts. They will also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. Students will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- 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
- tools and equipment
- techniques and processes.

### **Assessment and Examination**

Assessment in GCSE Design and Technology consists of the following:

#### 1 .Exam

50% of GCSE/ Written exam: 2 hours

The exam consists of multiple choice questions, short answer and extended response questions covering core technical principles, specialist technical principles and designing and making principles.

#### 2. Non-Examination Assessment

50% of GCSE /approximately 30–35 hours

Students work on a substantial design and make task which involves investigating, designing, making, analysing and evaluating. Students will produce a working practical prototype and a portfolio of evidence to demonstrate the assessment criteria.

GCSE Design and Technology could lead to further and higher education including A-levels in the subject, and college and university courses in a wide range of related subjects, for example Fashion Design, Product Design, Furniture Design or Graphic Design.



# DRAMA

**AWARD:** GCSE Drama  
**EXAM BOARD:** Pearson

Drama is an exciting, creative subject which looks at methods of performance and ways to communicate to an audience. Students are given the opportunity to develop their imagination through developing their own pieces of drama – both from a script as well as that devised by themselves. The lessons are mainly practically based. Students will work individually, in pairs, small groups and as a whole class. Although students are given **individual** marks, *their ability to work with others and be a reliable team player is essential to the course*. After most lessons the students will write a diary reflecting and evaluating the work done by themselves and others in the lesson.

## Content and assessment overview

### Component 1: Devising

**Coursework - 40% of the qualification—60 marks**

#### **Content Overview**

- Create and develop a devised piece from a stimulus
- Performance of this devised piece
- Analyse and evaluate the devising process and performance

#### **Assessment Overview**

Internally assessed and externally moderated

There are **TWO PARTS** to the assessment

1. A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks) The portfolio can be:
  - handwritten/typed evidence between 1500-200 words
  - or
  - can be recorded/ verbal evidence between 8-10 minutes
  - or
  - can be a combination of handwritten/typed evidence (between 750-1000words) and recorded verbal evidence (between 4-5 minutes)
2. A performance of the devised work (15 marks)

### Component 2: Performance From Text

**Coursework - 20% of the qualification- 48 marks**

#### **Content Overview**

- Students will perform two key extracts from a play
- Centre will choose performance text

### **Assessment Overview**

- Externally assessed
- Students can perform the two key extracts in a group, solo and/or partner based
- Performance for covering both key extracts is worth 48 marks
- If two separate extracts are done covering two key extracts then each performance realisation is worth 24 marks

### **Component 3: Theatre makers in practice**

**Written examination: 1 hour 45 minutes**

**40% of the qualification- 60 marks**

#### **Content Overview**

- Practical exploration and study of one complete performance text
- Choice of 8 performance texts from exam board
- Live theatre evaluation-free choice of production

#### **Assessment overview**

*Section A: Bringing Texts to Life-45marks*

- This section consists of one question broken down to six parts based on one extract from the chosen performance text.
- Performance texts will not be allowed in the examination as extracts will be provided by the exam board

*Section B: Live\* Theatre Evaluation-15 marks*

- This question consists of two questions requiring students to analyse and evaluate a live piece of theatre they have seen. \*This will be online due to Covid-19, unless things change\*
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

Inherent in this course are the skills needed in everyday life: problem solving, negotiating, co-operating, collaborating, presenting ideas, team work, meeting deadlines and giving feedback. Students will be expected to be professional at all times. Devising and rehearsing drama are lengthy processes and some rehearsals will have to take place in the students own time - at lunchtime and after school. Students will be expected to perform both in lessons and to wider audiences, e.g. non-drama students, primary schools, parents and teachers.

### **Why choose Drama?**

- You must be genuinely interested in drama and the theatre
- You must be able to work well with others and be able to initiate ideas as well as listen to others
- You must be a reliable student who is committed to their group's work
- You must be willing to show your work in progress to others and accept constructive criticism to help you develop
- You must be able to offer others constructive criticism and evaluate the work you see

## HEALTH AND SOCIAL CARE

**AWARD:** BTEC Tech Award in Health & Social Care L2  
**EXAM BOARD:** Pearson

### COURSE DESCRIPTION

The BTEC level 1 / 2 Tech Award in Health & Social Care is taught over 120 guided learning hours (GLH) and is the equivalent to one GCSE. It is a nationally recognised vocational qualification designed to provide students with a choice of routes into post-16 further education or employment.

The course is a good starting point for careers in the health or social care sectors such as nursing, social work, midwifery, dentistry, physiotherapy, care assistants, other health services and early years teaching.

Students will complete the course over the duration of two years and are expected to attend 5 lessons over a two week timetable. The course is ideal preparation for progression to more detailed study of health, social care and early year's education. The course adequately prepares students wishing to go on to study BTEC Level 3 Health and Social Care.

You will study three core units:

- Human Lifespan Development
- Health and Social Care Services and Values
- Health and Well-Being

**ASSESSMENT:** Although most of the units you complete are coursework tasks assessed in school, you will be externally assessed on one of the core units (40% external assessment)

### Components

Learners are required to complete and achieve all the components included in this qualification **Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care.**

### Why Choose Health & Social Care?

You will:

- Gain an understanding of health and social care services and sectors
- Earn about stages of human growth and development
- Have an opportunity to apply learning in a practical and realistic way
- Follow a programme of study that enables progression to further courses
- Gain confidence by developing independent learning skills

## Who is the BTEC Level 1 / 2 Tech Award in Health & Social Care course suited for?

The course will appeal if you:

- have a keen interest in the health and social care services and how they operate
- if you are considering a career in health or social care settings
- enjoy studying a subject that is relevant to everyday life
- want to find out more about health and social care through personal investigation
- are interested in factors that affect health and wellbeing
- wish to gain confidence and boost your self-esteem by developing transferable skills
- want to study a course that is active and enjoyable

For further information, please see Miss Aram

***\* Please note that the course is delivered specifically as a Level 2 qualification, however students who do not meet the Level 2 pass criteria have the potential of gaining to a Level 1. This is a new syllabus for September 2022.***

## **MEDIA STUDIES**

**AWARD:** GCSE Media Studies  
**EXAM BOARD:** Eduqas

### **COURSE DESCRIPTION**

GCSE Media Studies is an exciting and engaging GCSE course that challenges students to approach media texts (films, TV programmes, advertising, newspapers, magazines, websites etc) in an analytical way and provides them with practical production skills enabling them to produce their own pieces of media. The course is 70% exam and 30% practical assessment.

### **THE EXAMS – 70%**

#### **Exam 1 – Exploring The Media**

In the first exam at the end of Year 11, students will be asked a number of questions (requiring both short answers and longer answers) covering a whole range of topics and texts set by the exam board. The topics we will study, and which could appear in the first exam are:

Advertising, Film, Newspapers, Magazines, Radio, Video Games

#### **Exam 2 – Understanding Media Forms and Products**

In the 2<sup>nd</sup> exam, also at the end of Year 11, students will be asked several extended response questions on case studies that we will cover in depth. The two topics for this exam are:

Television, Music Promotion (including music videos, websites and blogs)

### **Key Concepts**

The 4 main areas of investigation that students will study for both exams, and all topics are as follows:

**Audiences** – Who consumes or buys different media products? What is the audience's role? How powerful are they? How do producers design products to appeal to specific audiences?

**Industries and Institutions** – How do media companies compete with each other? How are they affected by things like funding and new technologies? How do they market their products to ensure they make a profit?

**Representation** – How are particular characters in media products represented? How and why do products use stereotypes? What effect do these representations have on the audience?

**Media Language** – How are media products constructed and what are the most common conventions of different products? What is genre and why is it important? How do producers construct interesting narratives?

### **NON EXAM ASSESSMENT (Practical work) – 30%**

Students will be taught how to use a wide range of practical media equipment including digital still cameras and digital video cameras, video editing software, such as Premiere, and photographic editing software, such as Photoshop. Students will be given briefs by the exam board and will have to choose one and produce at least one practical piece of work in response to that brief towards the end of Year 10. Potential briefs include exciting projects such as creating a music video, designing film posters, making a magazine, or producing a sequence from a TV programme etc

### **Why Choose Media Studies?**

Media is an interesting and exciting, modern subject. It encourages you to examine and question the things that surround you in the media every day. It also gives you amazing creative opportunities to get involved in practical productions. Remember that almost every job now, and in the future, will involve an element of technology and we can teach you those skills. It is important to remember that as well as being creative, the subject is also academic and will involve a considerable amount of written work. In order to take GCSE Media Studies you will need to have the following skills:

You need to be good at organising your own time

You need to be creative

You need to have reasonable ICT skills

You need to have a real interest in all aspects of the media

You need to have an enquiring and open mind, and enjoy analysing things

You need to be able to express your thoughts and opinions clearly in written work

### **Important information about choosing Media Studies**

Media Studies is a very popular option at GCSE and unfortunately there are often more students who apply for the subject than we can actually admit onto the course. We can only accept **25** students onto the Media Studies GCSE course. As such, if you are considering Media Studies as an option at GCSE, then you **MUST** complete the tasks below and hand them in to Mr Jackson in MS1 by **Friday 2nd February at the latest**. Mr Jackson will read through your work and then advise the school as to whether she thinks you would be a suitable candidate for the course. If the tasks below are not completed and submitted by Friday 2nd February then Mr Jackson will be unlikely to consider you for the course. If you are not sure as to whether you are going to opt for Media Studies or not, we advise you to complete the tasks and hand them to Mr Jackson anyway so that should you decide further down the line that you do want to choose the subject, then you will still be in with a chance of attaining a place on the course. Please note that you **can** still take Media Studies as an A-level, even if you do not study it at GCSE.

### **Compulsory Selection Tasks**

**Complete both the following tasks and hand them in on paper to Mr Jackson in MS1 by Friday 2nd February.**

**Watch a film trailer for a film of your choice and then write approximately 500 words about who the target audience for the film is, and how the film trailer engages that target audience, making them want to see the film. Use specific examples from the trailer to back up your points.**

**Design a film poster (can be either hand drawn, painted, collaged, or done on a computer and printed out) for a new horror, action or romance film. Make sure the poster looks appealing and makes the genre of the film clear.**

**For these tasks, Mr Jackson will be considering the standard of your written work, the presentation of your work, and your creative ideas.**

# MUSIC GCSE

**AWARD:** GCSE Music  
**EXAM BOARD:** Eduqas

**COURSE OUTLINE:** Two year course: 30% performance 30% composition 40% Exam  
**Mark Scheme:** 9-1

## Introduction

If you love to listen, make and perform music, this could be the course for you!

Music is everywhere and a booming industry. You'll find it in shops, festivals, concerts, movies, entertainment, TV, radio, social events, churches, even elevators.....

It's a well known fact that employers love to see academic students who also have a music qualification. It is seen as evidence of a self motivated, disciplined and creative young person.

## Requirements

-You will need to enjoy a wide range of music and be open to hearing new styles and genres.

-Ideally you should be already learning an instrument or receiving vocal tuition, but if not we can sort you as soon as possible.

-You will need to enjoy creating your own music, songs or raps and an interest in developing skills in music ICT programs.

Whether you are a traditional clarinettist, a pianist, a singer, a rapper, a rock guitarist, a DJ, into beatboxing or you wish to develop some music technology skills, the GCSE music course is available to you. The course is an extension of the work at KS3 with components in creating, performing and listening to music.

The course allows students to pursue their individual musical interests, whether it be playing in a rock band, a jazz ensemble, producing music with computers, DJ'ing or singing in a concert. Students are encouraged to take part in at least one lunchtime or after school music club and perform in and out of school as often as possible.

The course is creative and fun but also hard work. It will develop confidence, communication skills and lots of job satisfaction. You will be well supported to achieve your full potential as a musician

### **What will I Study?**

The GCSE Music course is divided into three components; performance, composition and listening and appraising. Students will study **performance** and **composition** for the coursework. For the **listening** exam, students will study music represented within these four areas:

1. Traditional Western Music
2. Ensemble: Jazz & Blues, Musical theatre and chamber music
3. Film Music
4. Pop Music

### **How will I be assessed?**

**Performance:** - this is worth **30%** of the final grade. Students will do **2** performances, one **solo** and a **group** performance on their chosen instrument including singing, rapping or beatboxing.

**Composition:** again this is worth **30%** of the final grade. Students will compose **2 pieces** of music one in response to a brief set by the exam board and the second of their own choosing. This element of the course is completed under controlled conditions.

**Listening:** at the end of the 2 years, you will sit a 1hr 15 minutes long listening exam based on the 4 areas of music. This is worth 40% of the final mark.

### **Staff Contacts:**

Ms S Callaghan (Head of Department)

Mr K Beitlberger



## MUSIC TECHNOLOGY

**AWARD:** BTEC Level 1/Level 2 Tech Award in Music Practice (equivalent to 1 GCSE)

**EXAM BOARD:** Pearson

This Tech Award in Music is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.

**About the music sector:** The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2019, the music industry supported more than 190,935 full-time jobs in the UK, 139,352 of which were in the music creators' sector.

### Content Overview:

**Component 1: Exploring Music Products and Styles** - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.

**Component 2: Music Skills Development** - Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.

**Component 3: Responding to a Music Brief** - Learners will be given the opportunity to develop and present music in response to a given music brief. Learners will respond to the brief either as a music creator and producer or as a music creator and performer. Create original music: applying melodic and rhythmic ideas, use of chords and chord progressions, use of textures/sound palettes, musical devices, canon, riffs, imitation, sequences, musical structures, verse, chorus, middle-eight, AABA, riff-based, use of composition software

DAW (Digital Audio Workstation) skills: selecting material, capturing audio, importing audio, sequencing, manipulating sounds and using effects, use of pre-sets and plug-ins.

**Assessment:**

**Component 1: Exploring Music Products and Styles 30%** - Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.

**Component 2: Music Skills Development 30%** - Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.

**Component 3: Responding to a Music Brief 40%** - Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will be completed in 3 hours within the period timetabled by Pearson.

**Grading:** All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

**What can the qualification lead to?** Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to A Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the music sector.

**Important information about choosing Music Technology.** Music Technology is a very popular option, unfortunately there are often more students who apply for the subject than we can actually admit onto the course. We can only accept 15 students onto the Music Technology course. As such, if you are considering Music Technology, then you MUST complete the task below and hand it in to Mr Beitlberger in X2 by Friday 2nd February at the latest. Mr Beitlberger will read through your work and then advise the school as to whether he thinks you would be a suitable candidate for the course. If the task below is not completed and submitted by Friday 2nd February, then Mr Beitlberger will be unlikely to consider you for the course. If you are not sure as to whether you are going to opt for Music Technology or not, we advise you to complete the task and hand it to Mr Beitlberger anyway, so that should you decide further down the line that you do want to choose the subject, then you will still be in with a chance of attaining a place on the course.

Design a Music Technology poster (can be either hand drawn, painted, collaged, or done on a computer and printed out) on what you think Music Technology is. Make sure the poster looks appealing. Include artists, genres of music that embrace Music Technology, and Music Technology Software. For this task, Mr Beitlberger will be considering the standard of your work, the presentation of your work, and your creative ideas.

# PHYSICAL EDUCATION

**AWARD:** GCSE Physical Education  
**EXAM BOARD:** OCR

## COURSE DESCRIPTION

Students will be practically assessed in three activities in the role as a performer. One sport must come from a list of team activities, one from a list of individual activities and a final choice from either category. All activities will need to be recognised by the examination board. Students will also need to complete an analysis and evaluation of their own performance in order to help them improve in sport.

The students will study the following components during the course:

**Physical factors affecting performance** Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. There are two topics: Applied Anatomy and Physiology and Physical training.

**Socio-cultural issues and sports psychology** Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics: Socio-Cultural Influences, Sports Psychology and Health, Fitness and Well-being.

## Practical performances

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

**Analysis and evaluation of performance (AEP)** Students are required to demonstrate their ability to analyse and evaluate their own or a peers practical performance to produce an action plan for improvement.

### **Assessment and Examination**

- **Two** written examination papers (2 x 1 hour) **60%**
- Practical performance and Analysis task/Analysis and Evaluation of Performance **(40%)**
- Students will be involved in a practical moderation day where marks awarded are externally assessed.

### **Why Choose GCSE PE?**

If you want the opportunity to work both practically and theoretically, then GCSE PE may be the option for you. You will be able to focus on specific activity areas particularly whilst exploring other aspects of PE such as health, sports injuries, fitness and anatomy and physiology.

By doing this course you will certainly begin to see the wide range of opportunities which are open to those with this qualification. Whether you would like to follow a career in sport or not, the course will prepare you for a wide range of possibilities by teaching you a wide range of elements related to sporting performance. It quickly becomes clear that the breadth of the subject makes PE a valuable GCSE to have, whichever career path you may later follow.

Assessment for the course is divided into 40% practical and 60% written examination. Practical performances are assessed throughout the course. The written examination comprises of two papers:

There is also an end of course moderation day attended by an external moderator.

Most theory will be classroom based and will be taught through a variety of styles including ICT, research work, discussion and problem solving. The syllabus will be presented in an interesting and stimulating way to encourage a range of styles of learning. The aim of the course is to encourage you to apply your theoretical knowledge to practical situations, giving a broad understanding which is relevant and employable. You will also be able to use your academic studies to learn how to improve your own performance through the application of theory.

If you want to opt for GCSE PE you need to be committed to improving your practical performance, be able to co-operate and communicate effectively with other people and be ready to approach theoretical work with enthusiasm and motivation. It is strongly recommended that students belong to a club/team outside of school.

## **KS4 ALTERNATIVE PROVISION**

This option is for students who would benefit from alternative provision at KS4 or would benefit from extra support and a reduced number of GCSEs. The option is flexible and the support will be decided in response to individual and group need.

**STUDENTS WHO SHOULD SELECT THIS OPTION WILL BE CONTACTED BY MR BALDWIN/  
MRS FLOYD-WILLIAMS**

### **Aims of the Alternative Provision**

- To gain skills to assist students at work/college course.
- To provide extra support for literacy, numeracy or GCSE coursework.
- To develop social skills and provide students with understanding of behaviour and expectation of life after school.
- To develop communication and independence beyond school.
- To explore opportunities outside the school curriculum, including Healthy Living, Travel Training, Interview skills etc.
- Some students may be considered for Entry Level qualification in parallel with their GCSE. This course would support the requirements of that examination series.

### **Options**

- Literacy and numeracy support
- Exam preparation
- Homework/coursework support
- Social Skills and Life Skills for post 16 living
- Travel training (for some students)
- Help with applications to Further Education establishments
- Support for Entry Level Qualifications (English/Maths/Science) if appropriate

## **KS4 ALTERNATIVE PROVISION**

### **Hearing Support Option**

The Hearing Support Option is open to students who are supported by the Hearing Support Department (HSD) and who will benefit from additional support and a reduced number of GCSEs.

The option is highly flexible and the support will be decided in response to the individual and group needs.

**STUDENTS WHO SHOULD SELECT THIS OPTION WILL BE CONTACTED BY MR BALDWIN/  
MRS FLOYD-WILLIAMS**

### **Support Options**

- Support for GCSE subjects
- Study skills
- Language skills
- GCSE coursework support
- Homework support
- SIGNATURE BSL Level 1 (where appropriate)
- SIGNATURE Deaf and Deaf Blind Awareness
- Introduction to BSL

## **EAL SUPPORT**

If you are an EAL (English as an Additional Language) student and you would like extra support with English, you might want to choose the EAL Support Option. It is a full Option block which means five lessons a fortnight. You will receive support with general English and help with specific subjects where necessary.

**STUDENTS WHO SHOULD SELECT THIS OPTION WILL BE CONTACTED BY MR BALDWIN/  
MRS FLOYD-WILLIAMS**

## OPTIONS FORM 2024

STUDENT / PARENT / CARER COPY

Please record your Option choices on the form below and keep for your own record.

**\* We will be using Options Online for students to record their choices.  
Information to follow \***

	A	B	C
Students must choose at least <u>one subject</u> from Section 1	<b>Section 1</b> Geography History French Spanish	Geography History French	Geography History Spanish

Choose up to two subjects from Section 2 below

Choose up to <u>two subjects</u> from Section 2	<b>Section 2</b>	Business Media Studies (25) Product Design Textiles PE	Art Business Food Music GCSE	Health & Social Care BTEC ICT BTEC Drama (26) Music Tech BTEC (15)
		Support HSD KS4 Support (Alternative Provision) EAL	Support HSD KS4 Support (Alternative Provision) EAL	Support HSD EAL KS4 Support (Alternative Provision)
Choose from each block				
Reserve				



# KEY STAGE 4 CURRICULUM PREFERENCES FORM 2024

STUDENT'S NAME \_\_\_\_\_

**CORE CURRICULUM:** All students will study

- Religious Studies
- English
- Mathematics
- Science
- PE
- Citizenship Studies

TUTOR GROUP \_\_\_\_\_

Students must choose **AT LEAST** one subject from Section 1 below

		A	B	C
Students must choose at least <u>one subject</u> from Section 1	Section 1	Geography History Spanish	Geography History French	Geography History Spanish

Choose up to two subjects from Section 2 below

Choose up to <u>two subjects</u> from Section 2	Section 2	Business Media Studies (25) Product Design Textiles PE	Art Business Food Music GCSE	Health & Social Care BTEC ICT BTEC Drama (26) Music Tech (15)
		Support HSD KS4 Support (Alternative Provision) EAL	Support HSD KS4 Support (Alternative Provision) EAL	Support HSD EAL KS4 Support (Alternative Provision)
Choose from each block				
Reserve				

**THIS FORM MUST BE SUBMITTED ONLINE BY 9 FEBRUARY 2024**

*It is important that students think carefully about their reserve choices as it is never possible to give everyone their first choice of subjects. If too few students opt for a subject in any block then this subject will have to be cancelled. If too many students opt, we will first try to swap options between the blocks to even out numbers. However, where this is not possible, criteria will be drawn up by which students will be selected for a course – these criteria will depend on the individual subjects and will include commitment shown to the subject during Key Stage 3.*

Parent/Carer Statement:

I understand that the school will allocate places on courses to my son/daughter based on subject availability and information about my son/daughter's prior attainment, attendance, behaviour and effort.

SIGNATURE OF PARENT/CARER: \_\_\_\_\_ Date: \_\_\_\_\_