

PREFERENCES INFORMATION BOOKLET

2018-19

EBAAC PATHWAY	
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THE HAMBLE SCHOOL
ACHIEVING EXCELLENCE TOGETHER

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INTRODUCTION

This booklet provides an outline of the curriculum offered to our students at The Hamble School for Years 9, 10 and 11.

At The Hamble School, Key Stage 4 starts in Year 9 to give students three years to study the courses they will take at the end of Year 11. It is important at this stage in their education, that students choose a broad and balanced curriculum which will keep many doors open for their future lives, careers and further education pathways. Students will choose four preference subjects to study in addition to the core elements of Key Stage 4. Each preference subject will be studied for five hours a fortnight.

Courses have been made available based on which subjects the school believes the students will best succeed in and which subjects will help students in their future. Students have already started to engage in careers education through PSHCRE Days and recent lesson time has been dedicated to Fast Tomato (www.fasttomato.com); students will also be able to show you this at home. We also have a large amount of information on our school website in the careers section and careers advisors in school.

You have already received a copy of the letter outlining the preference process and this is available on our website. Students have had an assembly to go through the preferences process and we have outlined how important the next steps are for their future. During the assembly we talked through the preferences booklet and explained how to fill in the preferences form. Please go through the form with them and encourage them to talk to the teachers of the subjects they wish to take. It is also vital that parents/carers and students attend the Preferences Evening on **Thursday 21st March**. Further details about this evening will follow in a separate letter.

Finally, we would like to once again highlight the importance of students choosing a broad choice of subjects. As a result some combinations of subjects are restricted; this is evident in the subject preference form on page 45 of the booklet. It should also be noted that some subjects (Art and Design, Computer Science, Design Technology, Music and Physical Education) may potentially offer more than one qualification. Students must opt for the subject and the most appropriate qualification route will be decided by the Director of Learning, in consultation with your son/daughter.

CORE SUBJECTS

ENGLISH LANGUAGE & ENGLISH LITERATURE

Director of Learning: Mrs R Loveridge
Qualification Title: English Language and English Literature
Qualification Type: GCSE

Introduction to the course

English Language and English Literature at GCSE combine the key elements of speaking, listening, reading and writing. The course is designed to develop each student's competence and confidence in language usage; in their understanding and response to written communication and their understanding of moral, social and cultural issues.

What will be studied?

English Language is taught alongside English Literature, with language skills taught through the study of challenging literature texts.

Key topics covered
'A Christmas Carol' by Charles Dickens
'An Inspector Calls' by J.B Priestley
'Romeo and Juliet' by William Shakespeare
Power and Conflict Poetry

How is it assessed?

Students are assessed through examinations at the end of Year 11. There are two examinations for English Language and two examinations for English Literature. Teachers assess students frequently throughout the three year course in preparation for the final examinations.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
AS & A2 levels in: English Language English Literature Media Studies Film Studies	A wide range of careers, including Journalism, Architect, Advertising, Nursing, Film and Photography, Writing, Banking, Teaching, Accountant, Social Worker

MATHEMATICS

Director of Learning:	Miss N Twining
Qualification Title:	Mathematics
Qualification Type:	GCSE

Introduction to the course

Mathematics at GCSE develops fluent knowledge, skills and understanding of mathematical methods.

What will be studied?

Students are required to acquire, select and apply mathematical techniques to solve problems. They will be taught to reason mathematically, make deductions and inferences, and draw conclusions. The course also aims for students to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and content.

The curriculum covers the following content headings:

1. Number
2. Algebra
3. Geometry and Measure
4. Ratio, Proportion and Rates of change
5. Probability and Statistics

How is it assessed?

The course is assessed solely by examination. Students sit three papers each lasting 1 hour 30 minutes at the end of Year 11.

These are weighted equally at 33.3%, the first paper is non-calculator, papers 2 and 3 require a calculator.

There are two tiers of entry

- 1) Foundation – grades 1-5
- 2) Higher – grades 4-9

Throughout the course students will have various opportunities to formally practice exam papers/questions.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
AS & A2 levels in: Mathematics Use of Mathematics Further Mathematics Mathematics – Certificate in Use of Maths Level 2	There are a lot of careers that involve the use of Maths and an interest in figures. Some examples include: accountancy, administrative work with figures, architecture, computing, financial advice work, financial services, logistics, management and administration, marketing and market research, purchasing, quantity surveying, stock and commodity market work, medical and healthcare work.

STATISTICS

Director of Learning:	Miss N Twining
Qualification Title:	Statistics
Qualification Type:	GCSE

Introduction to the course

The most able sets in Year 10 will be entered to take an additional GCSE in statistics. This course aims to develop fluent knowledge, skills and understanding of statistical methods.

What will be studied?

The course incorporates numerous examples of real-life data and contexts, which build skills that students will use in other subjects, such as Science and Geography.

Based on the principles of the statistical enquiry cycle, students gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world.

Range of content -

- The collection of data
- Processing, representing and analysing data
- Probability

The papers contain short, medium and extended response questions.

There is an overlap between the GCSE Mathematics and the GCSE Statistics courses, therefore, both courses are taught within the regular timetabled Maths lessons in Year 10 and 11.

How is it assessed?

Edexcel GCSE (9–1) Statistics qualification consists of two externally examined papers at each tier. Our students all sit the higher tier exam and each exam is 1 hour and 30 minutes long. They are equally weighted so each paper is worth 50% of their overall grade. Calculators may be used in both exams.

Throughout the course students will have various opportunities to formally practice exam papers/questions.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
AS & A2 levels in: Mathematics Use of Mathematics Further Mathematics Mathematics – Certificate in Use of Maths Level 2	There are a lot of careers that involve the use of Maths and an interest in figures. Some examples include: accountancy, administrative work with figures, architecture, computing, financial advice work, financial services, logistics, management and administration, marketing and market research, purchasing, quantity surveying, stock and commodity market work, medical and healthcare work.

SCIENCE

Director of Learning:	Mrs L Applin
Qualification Title:	Combined Science or Separate Sciences
Qualification Type:	GCSE

Introduction to the course

There are two main routes available for studying Science at Key stage 4. The majority of students will follow a combined Science pathway resulting in two GCSEs. Students will be assessed by six different examination papers, taken at the end of Year 11, designed to test their understanding of scientific knowledge and practical skills.

Some students, who show both ability and interest, may be offered the opportunity to study Separate Sciences. This will lead to three GCSEs being awarded; one for Biology, Chemistry and Physics. The final decision of which pathway students will be entered for will not be made until Year 11. This will allow each student to demonstrate their capabilities and also to achieve the very best grades possible in whichever pathway is most suited to them.

Importance is attached to the knowledge, skills and understanding of how Science works in the world at large, as well as in the laboratory. This is set in the context of knowing and understanding a body of scientific facts, referred to as substantive content and given equal emphasis.

What will be studied?

Students will study a range of topics from the three Sciences over the duration of the course including:

Biology -

- Human Biology
- Green Plants
- Evolution and Environment
- Genetics and Inheritance

Chemistry -

- Products from Rocks
- Oils, Earth and Atmosphere
- Structure and Bonding
- Rates of Reaction

Physics -

- Energy and Generating Electricity
- Waves and the Universe
- Electricity
- Radiation

How is it assessed?

Combined Science

- Six exams covering areas of Biology, Chemistry and Physics. Two exams in each specialism of Science. Combined Science is equivalent to two GCSEs grades 9-1. Students also complete required 'practicals' (1 hour and 15 minutes each) in the school Science laboratories.

Separate Sciences

- Six exams covering areas of Biology, Chemistry and Physics. Two exams in each specialism of Science. Three separate GCSEs grades 9-1 are awarded. Students also complete required 'practicals' (1 hour and 45 minutes each) in the school Science laboratories.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
<p>This specification lays an appropriate foundation for further study of Science subjects.</p> <p>These may include AS & A2 levels in: Biology/Human Biology Chemistry Electronics Physics</p> <p>BTEC level 3 Forensic Science is also an option.</p>	<p>Science qualifications are useful for a wide range of careers including:</p> <p>Aeronautics, Archaeologist, Boat builder, Caterer, Dentist, Engineer, Environmental Health Officer, Forensic Scientist, Geologist, Hairdresser, Forestry Manager, Marine Biologist, Medicine, Meteorologist, Microbiologist, Nurse, Nutritionist, Pilot, Robotics Engineer, Physical Trainer, Psychologist, Software Engineer, Space Industry, Sports Science, Veterinarian, Veterinary Nurse, Wildlife Refuge Manager, Working with Animals, Zoo Biologist plus many more.</p>

What makes me suitable for Separate Sciences course?

To be considered for the demanding Separate Sciences pathway students need to have demonstrated consistently high attainment in Key Stage 3, regularly achieving Mastery in Year 8 assessments and a positive attitude to learning. Students will need to be passionate and resilient in their learning to withstand the rigor of separate science lessons. Final decisions on students taking the triple pathway will be made when they are in Year 11; teachers will then consider attainment and attitude to learning throughout Key Stage 4.

PHYSICAL EDUCATION – NON EXAMINED

Director of Learning:	Mr D Needham
Qualification Title:	Core Physical Education
Qualification Type:	Non-examined course

Introduction to the course

In Core PE lessons students will take part in a range of physical activities. They will develop their skills from Key Stage 3 and will work on team and individual activities. This will help contribute to an active lifestyle, as well as developing students understanding of keeping healthy and maintaining fitness.

What will be studied?

Students will study a variety of sporting areas such as, gymnastics, fitness, badminton, football, basketball and hockey.

How is it assessed?

Students will be given a grade that takes into account their ability across the subject areas that they have studied, effort and their understanding of the health and fitness components and rules.

Further Education & Career Pathways after Year 11

Students will be able to select sports that they wish to carry on participating in when they leave school.

PSHCRE – NON EXAMINED

Curriculum Leader: Mrs M Sargent

Qualification Title: PSHCRE (Personal Social Health Careers and Religious Education)

Qualification Type: Non-examined course

Introduction to the course

During the course students scrutinise issues such as:

- Staying safe in today's world
- How to make good decisions
- Taking responsibility for health and wellbeing
- Citizenship and current affairs
- Careers and Finance Education.

Students do not currently receive accreditation for this course and this enables students to explore issues without the restrictions of examination deadlines.

What will be studied?

Students in Year 9 all follow the following course format:

1. **Health and Wellbeing** – *How can we have a positive mental attitude and what should we do in an emergency?*

Lessons include:

- How to increase their resilience and promote self-efficacy
- Steps to take in a medical emergency
- How to recognise the early signs of cancer
- The dangers of body modification.

2. **Relationships** – *What makes a healthy relationship and how are relationships different?*

Lessons include:

- The signs of unhealthy and abusive relationships
- How relationships change over time
- Types of contraception
- The consequences of unintended pregnancy and sexually transmitted diseases.

3. **Careers and Citizenship** – *How can we make good financial decisions and what effect does the media have on society?*

Lessons include:

- Careers and how to be more employable
- How to manage money correctly
- The influence of the media and the free press.

Further Education & Career Pathways after Year 11

Studies in PSHCRE relate to essential skills which employers so often require of young people. We will focus on careers education, learning about the workplace and deciding what educational pathway to take beyond The Hamble School. Students have the opportunity to complete a job application/interview and their personal statement for post-16 pathways.

PREFERENCE SUBJECTS

ART & DESIGN

Curriculum Leader: Miss M Kerry

Introduction to the course

Key Stage 4 Art and Design is an exciting opportunity for students to apply, develop and expand upon the skills students have learnt in Year 7 and 8. There are opportunities to develop personal, creative and skilful ideas and outcomes in response to project themes and scenarios. Art and Design students are increasingly afforded more creative freedom and are therefore expected to work with increasing independence, taking ownership and responsibility for the development of their work.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
<p>AS and A2 Levels in Art & Design, Graphics, Photography & 3D Design, Foundation course in Art & Design, Placement in Industry.</p> <p>Students could also move into entry-level roles or an apprenticeship in the Art & Design sector, such as assistants in Design and Craft production, the Fashion and Textiles sector, Product Design Services, or the Visual Arts and Visual Communications sectors.</p> <p>University pathways after Further Education, include all subject related to Graphics, Fine Art, Photography, Sculpture, Fashion, Interior Design, Advertising, Architecture and Illustration.</p>	<p>Architecture, Graphics/Advertising, Illustration, Set Design (TV, Theatre), Teaching, Art Therapy, Graphic Designer, Professional Artist, Product Design, Ceramicist/ Potter, Sculptor, Arts Curator/Administration, Conservation, Creative Art Director, Art Restoration, Jewellery Design & Mailer, Costume Designer, Furniture Designer & Manufacturer, Critic, Photography, Interior Designer, Animator, Computer Game Designer.</p>

Qualification possibilities at Key Stage 4

Students wishing to study Art and Design at Key Stage 4 will have multiple qualification pathways available to them. It is important to note that students requesting to take this preference choice, will be allocated to the best qualification pathway based on prior attainment and discussion with the Director of Learning and the class teacher.

The information over the page outlines the different certificate pathways which are available:

GCSE Art and Design

What will be studied?

Throughout the course, students are asked to respond to project themes such as, 'Being Human,' 'A Sense of Place,' 'Fragmented' or 'Life' as a starting point for work. As the course progresses these themes become increasingly open-ended as students develop their confidence and become increasingly independent.

Students are introduced to the GCSE assessment objectives, learning the important aspects and requirements that their portfolios of work must contain. Understanding how they can satisfy each assessment objective and how their work will be assessed is essential to achieving a successful grade. Through this, students develop an understanding of the creative process in line with the requirements of the GCSE specification.

In GCSE Art, students are not required to demonstrate knowledge or understanding of a prescribed syllabus, instead students have the opportunity to explore and develop their own ideas by:

- Collecting and selecting information
- Exploring media and techniques
- Exploring Practitioners'/Artists' work
- Discussing their work with others
- Reviewing and refining their ideas

Students will have the opportunity to work with a range of two and three-dimensional forms of media such as clay, textiles, painting, drawing, photography, collage and mixed media sculpture. Students are encouraged to develop their skills working with their media of choice. They are encouraged to exploit the qualities and limitations of media to make good choices about the media they will use to best realise their creative intentions.

How is GCSE Art & Design assessed?

Coursework 60%: Students present portfolios of GCSE project work which will contain all work completed in class and at home for the duration of the course. This is assessed by their art teacher before the teacher's marks are checked by an examiner.

Externally Set Assignment 40%: In Year 11 students complete an exam project in response to a theme set by the exam board. Students have 10 weeks to complete a portfolio of work in preparation for the creation of a final piece in the 10 hour (2 day) exam. The exam takes place in the school art rooms.

What makes me suitable for the GCSE Art & Design course?

- Successful completion of the Key Stage 3 course
- A creative, imaginative and enquiring mind
- The ability to work independently of others
- A willingness to take risks: exploring and experimenting with new materials and processes
- An interest in studying the work of other artists
- A passion for the subject.

BTEC – Level 2 First Award in Art & Design

What will be studied?

In Year 9 students complete two BTEC projects of work in response to assignment briefs provided by their teacher. These projects are designed as an introduction to how BTEC projects are structured, how work is assessed and the standards of assessment.

Following the Year 9 course, students complete the following units of work:

Unit 1: Introduction to Specialist Pathways in Art and Design is designed as an introduction to learning in other units. Within the unit, students investigate a selection of specialist disciplines in Art and Design to help them decide on the best specialist area for them.

Unit 2: Creative Project in Art and Design. This is the exam project and is usually given to students in Year 11 following the completion of the other units of work. Students have 10 weeks to complete a portfolio of work in response to a choice of 'real life' scenarios creative practitioners might face. Students prepare for the creation of a final piece in the 10 hour (two day) exam. The exam takes place in the school art rooms.

Units 3 and 4: Communicating Ideas in 2D and 3D. In these units students:

- explore 2D/ 3D visual language and working practices
- investigate how artists, craftspeople and designers communicate in 2D / 3
- communicate ideas using 2D / 3D knowledge and skills in response to a brief.

How is BTEC Art & Design assessed?

Core Units			Worth
Unit 1	Introduction to Specialist Pathways in Art and Design	Internally Assessed	25% of final grade
Unit 2	Creative Project in Art and Design	Externally Assessed	25% of final grade
Unit 3	Communicating Ideas in 2D	Internally Assessed	25% of final grade
Unit4	Communicating Ideas in 3D	Internally Assessed	25% of final grade

What makes me suitable for the BTEC Art & Design course?

- A creative, imaginative and enquiring mind
- Good time management and the ability to meet strict deadlines set by the 'client'
- An interest in learning about new skills, materials and techniques for marking art work
- An interest in the different roles and working practices of creative practitioners
- An interest in pursuing a career in the creative industries.

COMPUTER SCIENCE

Curriculum Leader: Mrs Holborow

Introduction to the course

Computer Science has a focus on programming and computational thinking. It helps students to develop the skills to solve problems, design systems and understand human and machine intelligence, as well as allowing students to apply the principles they learn in the classroom to real-world systems.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
Progression Level 3 courses include ICT or Computing AS/A Level. University pathways: Computer Science, Computer Systems Engineering, Computing, IT & Networking.	Software Developer, Systems Analyst, IT System Technical Architect, Network Engineer, Network Manager, Computer Scientist, Computer Programmer, Software Engineer, Computer Games Programmer, Helpdesk Professional.

Qualification possibilities at Key Stage 4

Students wishing to study Computer Science at Key Stage 4 will have multiple qualification pathways available to them. It is important to note that students requesting to take this preference choice, will be allocated to the best qualification pathway based on prior attainment and discussion with the Curriculum Leader.

The information below outlines the different certificate pathways which are available:

GCSE Computer Science

What will be studied?

Students will study the following theory topics: Computational thinking, Programming, Data Representation, Hardware, Networking, Ethics and Software Development. Through these topics students will learn how computers work and can be applied in both personal and business networks. In addition to the theory topics, students will also learn the basics of a variety of programming languages which they will then use to solve a problem and create a fully working solution.

How is GCSE Computer Science assessed?

Due to the recent development of the GCSE Computer Science specification we are awaiting confirmation as to the new assessment details, therefore outlined below is the current picture which is subject to change.

Computer systems	80 marks 1 hour and 40 minutes Written exam paper (no calculators allowed)	40% of total GCSE
Computational thinking, algorithms and programming	80 marks 1 hour and 40 minutes Written exam paper (no calculators allowed)	40% of total GCSE
Programming	This is likely to be assessed via a written exam – whether this is paper based or PC based is to be confirmed by the exam board.	20% of total GCSE

What makes me suitable for the GCSE Computer Science course?

- A keen interest in programming, problem solving and hardware
- Strong Maths skills
- Resilience
- A desire to study the subject or within the subject area to a higher level
- A desire to follow a related career route.

VCert Level 2 Technical Award in Interactive Media

What will be studied?

Students will identify and experiment with interactive media products, materials, techniques and processes. They will have the opportunity to explore the interactive media industry, work to interactive media 'briefs' and form a portfolio.

How is the VCert in Interactive Media assessed?

To be awarded the Level 2 Technical Award in Interactive Media, students are required to complete four units:

- Unit 1: Investigate interactive media production
- Unit 2: Plan and prepare for an interactive media product
- Unit 3: Development and production of an interactive media product
- Unit 4: Present and promote an interact media product.

The qualification is based on 60% internal assessment (a portfolio of evidence) and 40% external assessment (a text based exam).

What makes me suitable for the VCert in Interactive Media course?

- Motivated by hands on experience
- Interest in digital media (combinations of electronic text, graphics, moving images and sound)
- Interested in the interactive media industry
- Useful if considering future career in photography, art and design, creative media or games design

DANCE

Curriculum Leader:	Mrs J Capers
Qualification Title:	Performing Arts – Dance
Qualification Type:	BTEC

Introduction to the course

BTEC Performing Arts – Dance is an exciting course, that gives students the opportunity to learn new dance skills, dance styles and choreographic devices which will equip them with the skills they need to be successful on the course and beyond. Each component of the course has a practical and theory element. Students will analyse dance works and discover how choreographers create their work; this culminates in practical dance assessments and a presentation of the research they have completed.

What will be studied?

Year 9 BTEC Foundation Course

Students will experience technique classes in a number of different dance styles. They will experience ‘assignment style tasks’, which will give students a thorough understanding of what will be expected of them in the future, whilst increasing their dance knowledge and experiences.

In addition to the dance skills, students will learn important life skills, such as, preparation for auditions/interviews, personal management, decision making, working with others and independent learning.

Year 10

Component 1 – Exploring the Performing Arts

Component 2 – Developing skills and techniques in the Performing Arts

1. Development of core knowledge and understanding of a range of performance styles and disciplines.
2. Development and application of skills, such as practical and interpretive, rehearsal and performance.
3. Reflective practice through the development of skills and techniques that allow the students to respond to feedback and identify areas for improvement.

Year 11

Component 3 – Performing to a Brief – External Assessment

Builds on components 1 & 2 and enables learning to be brought together and related to a real life situation.

How is it assessed?

Students will be assessed on the four main aspects of the BTEC course:

- Physical skills
- Interpretive Skills
- Personal Management
- The ability to review their own practice.

In addition, students will focus on three different dance works, researching how the chosen choreographers create their work and the practitioners involved in the process.

Internally assessed components – Students are graded on their ability to work in a team situation, taking responsibility for specific areas of performance. The final performance is videoed for assessment and key rehearsals will also be recorded to help evidence their performance. Students will produce a presentation evidencing their research.

The Exam Board require the internal assessment decisions to be sent to them. They then ask to see specific students' work in order to award the final grading decisions.

One component is externally assessed; the students' work is submitted once completed, to be marked by an external examiner.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
AS & A2 Dance courses	Critic/Journalist
	Movement Therapist
BTEC National in Performing Arts: Dance, Drama, Performing Arts	Photographer
	Set/Costume Designer
	Administration
Community Dance Leader Award	Dancer—Film/TV/Company
	Owning a Dance School
Degrees—BA/MA –various courses including Dance Choreography. PGCE in Dance teaching	Project Management in the Performing Arts industry
	Professional Dancer
Diplomas in various genres	Teaching Freelance/Education

DESIGN TECHNOLOGY

Director of Learning: Mr S. Homewood

Introduction to the course

This course enables students to understand the design process where they explore, create and evaluate different outcomes. Students develop their creativity and imaginative skills in order to design and make a final prototype. Students use these skills to solve real and relevant problems where they consider their own and other users' needs, wants and values.

Further Education & Career Pathways after Year 11

There are many careers within the Design and Technology industry including:

Training Pathways	Career Routes
Having a qualification in Design and Technology will enable you to take this subject to both A-level, Level three and beyond.	There are many different careers within the Design and Technology industry, including: Graphic Design, Carpentry and Joinery, Construction and Civil Engineering, Shipbuilding and Boatbuilding, Marine Engineering, Plumbing, Cabinet making, Joiner, Model Making, Product Design, CAD and CAM Designer/consultant, Design researchers and managers, Textile/print Designers, Fashion/Costume Designers, Illustrators.

Qualification possibilities at Key Stage 4

Students wishing to study Design Technology at Key Stage 4 will have multiple qualification pathways available to them. It is important to note that students requesting to take this preference choice, will be allocated to the best qualification pathway based on prior attainment and discussion with the Director of Learning and the class teacher.

The information below outlines the different certificate pathways which are available:

GCSE Design and Technology

What will be studied?

Students taking GCSE Design Technology will learn how to explore the design process, how to create products using different practical techniques and how to evaluate them and consider what further developments could be considered. Students will learn about:

- The impact of emerging technologies, sustainability, production techniques, how energy is generated and stored, developments in smart and modern materials.
- Electronic systems including sensors and control devices as well as how they respond to produce different outputs.

- Material properties and their uses including, the impact of stresses and forces.
- Different specialist techniques used to measure, cut, shape, construct and assemble high quality prototypes.

Within this course there are links to both Mathematics and Science that will enable students to apply knowledge and application to their designing, practical and preparation for their examination. These links are fairly broad but include requirements such as understanding different units and symbols, communicating data and calculating quantities/measurements, as well as understanding different surface finishes and when/how to apply them.

How is GCSE Design Technology assessed?

The Controlled Assessment Unit consists of a folder of work including a final prototype. The folder work is broken down into 'exploring', 'analysing' and 'developing' the design challenge. Students communicate possible solutions and explore how these would be developed into a final prototype. They then evaluate the success of these design decisions, as well as the overall concept and final design solution. The design process is worth 50% of the total marks for the GCSE.

Please note if students wish to focus on textiles for the Controlled Assessment Unit, they must choose the course indicated as 'Design Technology (Textiles)' on the Preference Form.

The written exam is broken down into two papers both are 1 hour long. Paper one focuses on technical principals of Design Technology and will include multiple choice, short answer and an extended writing question, based on students' specialist knowledge. Paper two focusses on the designing and making principals; students analyse a product based upon your material of study and redesign a product using your own creativity and innovative solutions. Both papers are marked out of 50 and are worth 50% of the GCSE in total.

What makes me suitable for the GCSE Design Technology course?

The study of Design and Technology is all about enabling students to participate confidently and successfully in an increasingly technological world. If you are interested in being creative and enjoy overcoming technical challenges, in order to produce an innovative final design solution, then this course will suit you. Please note there is a large theoretical element, as well as some practical opportunities.

V-Cert Level 2 Technical Award in Graphic Design

What will be studied?

Students will learn how to explore the design process and how to create and experiment with graphic design component. Students will use different practical techniques and learn how to evaluate their ideas. They will use their creativity and imaginative skills to design and make a final prototype and supporting design portfolio. There will also be an opportunity to learn about graphic artists and their work within industry.

How will the V-Cert in Graphic Design be assessed?

Students will be assessed on five units of studied. There is a combination of internal and external assessment:

Unit 1 Introduction to graphic design	Internally and externally assessed
Unit 2 Graphic design practice	Internally and externally assessed
Unit 3 Responding to a graphic design brief	Internally and externally assessed
Unit 4 Graphic design portfolio	Internally assessed
Unit 5 Technical Award: Graphic Design Examination	externally assessed

What makes me suitable for the V-Cert in Graphic Design course?

If you are creative, innovative and want to develop your design skills, then this course will suit you. You will need to have an interest in graphic design and be willing to develop your communication and drawing skills using a range of different resources and equipment.

DRAMA

Director of Learning:	Mrs A Bowman
Qualification Title:	Drama
Qualification Type:	GCSE

Introduction to the course

GCSE Drama offers students the opportunity to explore drama and theatre as a practical and theoretical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create and perform work informed by their theoretical knowledge of drama and theatre.

What will be studied?

Component 1: Understanding Drama: This module develops the students' knowledge and understanding of drama and theatre including stagecraft, form, style and genre. Students in their written examination, will need to demonstrate an understanding of how to interpret and explore a set text through the perspective of a performer or director. The second part of the written exam involves the students completing a written analysis and evaluation of live theatre. Throughout the three-year course, students will be given opportunities to watch live theatre.

The written examination is worth 40% of the final GCSE grade

Component 2: Devising Drama:

Students learn how to create and develop ideas to communicate meaning in a devised theatrical performance, drawing on and demonstrating a practical understanding of the subject. Students will develop their ability to; carry out research, develop their own ideas based on a given stimulus, collaborate with others, rehearse effectively, refine and amend their work in progress, analyse and evaluate their own process of creating devised drama.

In addition to the practical performance (*worth 10% of the final GCSE grade*), students must produce an individual 'Devising Log' documenting their devising process and an analysis and evaluation of their contribution (*worth 30% of the final GCSE grade*).

Component 3: Texts in practice: This unit develops students' performance skills. In working groups, students will select a text that they wish to explore practically. They will perform two 20 minute extracts of the set text to an external examiner either individually or in groups. *This unit is worth 20% of the final GCSE Grade.*

How is it assessed?

Written Examination

The written exam (1hr 45mins), assesses students' knowledge and understanding of Drama and Theatre. There are 3 sections:

- Section A is a multiple choice examination on stagecraft and roles and responsibilities in theatre.
- Section B has 4 questions based on a set text that students explore practically during the course.
- Section C is a two-part question based on a live production seen.

Non-Exam Assessment

Devising Drama is assessed by the teacher and moderated by the exam board. The students are required to create a devised performance (*20 marks*) and a devising log (*60 marks*). The devising log is an ongoing record of their progress and uses self-analysis/reflection to improve.

Texts in Practice is the practical performance of a play chosen by the students and the teacher. Students will perform two extracts from the play. The performance will be presented to and marked by a visiting examiner.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
Many students who study GCSE Drama go onto further study in Drama, Performing Arts at college and university. Other students may pursue courses in media, journalism or other creative arts.	Many students use drama to help them in a range of different careers such as Acting/Creative Arts, Politics, Law, Medicine, Teaching and many more.

What makes me suitable for the course?

- A passion for Drama and theatre, with the confidence to create and perform work to peers and the public where necessary.
- Good attendance and reliability both during and between lessons (*after school rehearsals are a compulsory aspect of the course during component 3 rehearsals in Year 11*)
- Problem solver, team player, someone who doesn't give up at the first hurdle.
- Able to meet deadlines and independently keep up with written coursework requirements.
- Have an interest in writing about drama and analysing theatre.

ENGINEERING

Director of Learning: Mr S. Homewood
Qualification Title: Level 2 First Award in Engineering Design and Product Investigation
Qualification Type: BTEC First Award in Engineering

Introduction to the course

Engineering is a Level 2 BTEC course and is delivered in specialist workshops enabling students to have access to the latest technologies and equipment including CAD CAM and CNC technology. The course enables students to use a range of research, analysis and problem solving skills within the different units covered.

What will be studied?

Students will study different areas within the engineering world, engineering job roles and enterprises. Students will learn how to use different CAD CAM tools, hand tools and workshop machinery, as well as how to analyse and evaluate what they have designed and made.

How is it assessed?

Students study the Edexcel exam board for this Level 2 BTEC. There are three separate components that are all completed within the lessons. Component 3 is the written exam which is taken twice within the course, once in Year 10 and again in Year 11. The best result will be added to the final BTEC grade. The other two components are assessed internally.

Further Education & Career Pathways after Year 11

These skills will demonstrate your ability to use problem solving and designing skills, develop your maths and scientific knowledge skills.

Training Pathways	Career Routes
<p>There are many different post-16 engineering courses at both A level, BTEC and Diploma.</p> <p>There are also a large number of University pathways available in engineering degree courses.</p>	<p>There are many different careers within the Engineering industry, including: Construction and Civil Engineering, Mechanical Engineering, Marine Engineering, electrical, automotive and environmental.</p>

What makes me suitable for the course?

Studying Engineering involves independently investigating and researching, as well as designing and making a range of different products. There is a very high expectation of all students being able to work in a safe and responsible manner especially within the workshops. Students need to be able to record their learning through written work, therefore, they must be able to confidently write in detail using subject specific language.

FOOD PREPARATION AND NUTRITION

Director of Learning:	Mr S Homewood
Qualification Title:	Food Preparation and Nutrition
Qualification Type:	GCSE

Introduction to the course

The GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to:

- Cook and make informed decisions about food and nutrition
- Acquire knowledge in order to be able to feed themselves and others affordably and nutritiously.

What will be studied?

By studying Food Preparation and Nutrition students will be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties and chemical characteristics of food, as well as a sound knowledge of the nutritional content of food and drinks.

Students will learn to understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. They will be taught to understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.

Students will be expected to demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. They will be taught to understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

How is it assessed?

This course is split evenly between a final written examination and two practical assessments carried out in Year 11.

The 1 hour and 45-minute written examination consists of compulsory questions and will assess the students' knowledge and understanding of the course:

- Section A: questions based on stimulus material
- Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
Many students who study GCSE Food Preparation and Nutrition go onto further study in catering and nutrition.	Many students use Food Preparation and Nutrition to help them in a range of different careers such as Health Care and Nutrition, Medicine, Dietician, Hospitality and Catering Child care.

What makes me suitable for the course?

To study the demands of this course you must be hard working and have an enquiring mind. The emphasis on theory and science is a large part of the course culminating in a written examination. If you enjoy learning how to eat healthily and prepare nutritious, balanced meals then you will enjoy the food practical work too.

GEOGRAPHY

Curriculum Leader:	Mr G Whitworth
Qualification Title:	Geography
Qualification Type:	GCSE

Introduction to the course

The Geography GCSE enables students to:

- Study a range of physical and human topics
- Investigate the link between people and the environment
- Develop geographical skills.

Students will travel the world from their classroom, exploring examples and case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

What will be studied?

Students will study the following geographical themes:

- Living with the physical environment – The challenge of natural hazards, the living world, physical landscapes in the UK.
- Challenges in the human environment – Urban issues and challenges, the changing economic world, the challenge of resource management.
- Issues evaluation
- Geographical skills
- Fieldwork.

How is it assessed?

Examinations:

Living with the physical environment	1 hour 30 minutes	35%
Challenges in the human environment	1 hour 30 minutes	35%
Geographical applications (including 2 fieldtrips)	1 hour 15 minutes	30%

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
<p>Foundation for AS & A2 level Geography, AS & A2 level Geology and bridging subject between Arts and Science.</p> <p>Links well for future courses with Geography, Environmental Science, Business, Surveying, Teaching, Social and Biological Science, Economics, Politics, Meteorology.</p>	<p>Career opportunities/background for work in Planning, Tourism, Recreation, Conservation, Transport, Civil Service, Civil Engineering, Armed Forces and Land Management.</p>

What makes me suitable for the course?

Students undertaking the Geography GCSE course must understand the importance of consistency in their study, from attendance, to the quality of their written work. Students are required to build on learning from Key Stage three and demonstrate independence keeping up to date with Geography in the News. It is vital that students therefore have a sound knowledge of prior study, good extended writing skills and the ability to apply numerical/statistical skills.

HISTORY

Curriculum Leader:	Mr N Wood
Qualification Title:	History
Qualification Type:	GCSE

Introduction to the course

The GCSE in History encourages students to:

- Develop their interest in and enthusiasm for History
- Develop an understanding of the subject's value and significance in the modern world
- Develop and extend knowledge and understanding of specific historical events, periods and societies.

What will be studied?

The units studied in GCSE History are designed to give students the opportunity to study History from different eras:

Thematic Study - Crime and punishment in Britain, Including an historic environment study of Whitechapel in the 19th century

Period Study - Superpower relations and the Cold War, 1941–91

British Depth Study - Early Elizabethan England, 1558–88

Modern Depth Study - Weimar and Nazi Germany, 1918–39

How is it assessed?

Paper 1 – Crime and punishment in Britain

Written examination: 1 hour and 15 minutes

30% of the qualification

52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2 – Superpower relations and the Cold War, 1941–91, Early Elizabethan England, 1558–88

Written examination: 1 hour and 45 minutes

40% of the qualification

64 marks (32 for the period study and 32 for the British depth study)

Paper 3 - Weimar and Nazi Germany, 1918–39

Written examination: 1 hour and 20 minutes

30% of the qualification

52 marks

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
<p>Many students who enjoy History also study it at A Level and it helps improve literacy skills which are useful in any AS or A2 level course.</p> <p>There are a wide variety of History and History-related courses at university.</p>	<p>Most people who study History to GCSE or higher level find it helps them to develop skills useful for a wide range of professional jobs such as Journalism, Publishing, Civil Service, Law, Police and Armed Forces, and work in the Media.</p> <p>Some people pursue careers which involve History directly, such as work in the Heritage industry e.g. National Trust, Museum and Archive work, Archaeology and Teaching.</p> <p>Aside from careers, many find that the study of History leads to a life-long interest in the subject.</p>

What makes me suitable for the course?

Suitable students are those who already have a keen interest in History and a desire to deepen and broaden their knowledge and understanding of the past. The ability to remember a large amount of content is paramount; good memory skills are vital. A robust basis of literacy is also important as the course does require a significant amount of extended writing and independent research. Students must be prepared to work independently beyond the classroom.

MEDIA

Curriculum Leader:	Mrs V Georgiou
Qualification Title:	Media Studies
Qualification Type:	GCSE

Introduction to the course

Media Studies is a subject designed for those students interested in studying various media forms and looking at how platforms such as news, TV, film, radio, music, online media/marketing other mass-media institutions work. The specification will allow students to develop a wider understanding and appreciation of the media in both a historical and contemporary context.

Students taking the course will:

- Learn the language and conventions of different media, applying specialist terminology to analyse and compare media products.
- Look at how media texts appeal to different audiences, and explore a range of media issues.
- Study media theoretical approaches from the perspective of both consumers and producers of media.
- Look at how different groups of people are represented and develop an understanding of the media and their role in society, culture and politics.
- Analyse the media institutions that produce the texts that we consume, developing skills of enquiry, critical thinking and analysis.

What will be studied?

In Year 9, students are taught the various core skills necessary to allow them to successfully access the curriculum at Year 10 and 11.

The GCSE specification is very exam-based and consists of a range of set topics which span across various media platforms. These topics are specified by the exam board in advance, and the current specification consists of:

- An in-depth TV study. Looking at historical shows, modern shows and applying theory.
- An Advertising Unit. Looking at media institutions and how cross media promotion works
- A Music Unit. Looking at an in-depth case study of two music videos, radio and music magazine, comparing analytically how artist are represented and applying theory.
- A News Unit. A detailed in depth case study covering online, social and participatory media and arrange of media issues.

In addition to the vast range of content and various media areas covered for the two exams in Year 11, students will have the opportunity to develop practical skills and create an individual media product for the controlled assessment element (30%). Details of the set briefs for this task will be released in Year 10 of the course.

How is it assessed?

The course consists of:

- **30%** controlled assessment (formerly 'coursework'). Completed in the summer term of Year 10.
- **70%** external assessment (2 exams) completed at the end of Year 11.

Subject content:

- Paper 1- Television and Promoting Media. 1 hr and 45-minute written paper. 70 marks (35% of GCSE)
- Paper 2- Music and News. 1 hr and 15-minute written paper. 70 marks (35% of GCSE)
- Controlled Assessment. 25 hours, creating media. 30 marks (30% of GCSE)

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
AS & A2 levels in: English Language English Literature Media Studies Sociology Psychology Film Studies	A wide range of careers, including Journalism Advertising Film and Photography Writing Teaching Psychology and social studies

What makes me suitable for the course?

The course is designed to be good preparation for college media courses. It suits students who enjoy analytical work in English and who are interested in exploring media in an academic context, expanding their understanding of the media they consume around them. Students are expected to work independently. Media Studies tests time management skills, historical, cultural and social knowledge, critical analysis, social theory and creative production skills.

Director of Learning:	Miss L. Fusano
Qualification Title:	French / Spanish/ Italian
Qualification Type:	GCSE

Introduction to the course

Through this GCSE, students will be given the opportunity to study the language as means of preparing themselves for adult life in the 21st century, where there are increasing opportunities for travelling, working and living abroad and where a foreign language is a commercial asset.

What will be studied?

Emphasis is placed on the practical skills of communicating and understanding, which involves listening, speaking, reading and writing. In tandem with this, awareness of the rules and conventions of how a foreign language works is also explored. We promote tolerance, understanding and a positive attitude towards foreign cultures.

The three themes studied are:

3.1.1 Theme 1: Identity and culture

Theme 1 – Identity and culture covers the following four topics with related sub-topics shown as bullet points:

- Topic 1: Me, my family and friends • Relationships with family and friends • Marriage/partnership
- Topic 2: Technology in everyday life • Social media • Mobile technology
- Topic 3: Free-time activities • Music • Cinema and TV • Food and eating out • Sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2 – Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues • Charity/voluntary work • Healthy/unhealthy living
- Topic 3: Global issues • The environment • Poverty/homelessness
- Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment

Theme 3 – Current and future study and employment covers the following four topics:

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

How is it assessed?

The 4 skills are assessed separately in for different papers:

Paper 1: Listening and understanding – Written examination. 25% of the total qualification.

Paper 2: Speaking – Internally conducted and externally assessed. 25% of the total qualification.

Paper 3: Reading and understanding – Written examination. 25% of the total qualification.

Paper 4: Writing – Written examination. 25% of the total qualification.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
Vocational qualifications or AS & A2: French/Spanish/Italian This qualification links well with future courses in Languages, Business, Teaching, Law, Medicine, Economics, Politics, History.	Advertising and Market Research, Business, Civil and Diplomatic service, Hotels and Catering, Law, Politics, Teaching, Television and Radio, Travel and Tourism, Voluntary Organisations. Languages graduates have an excellent record of finding employment.

What makes me suitable for the course?

- A strong desire to communicate
- A good ear for sounds, pronunciation, intonation (music of the language)
- An ability to accept that making mistakes is a necessary part of the language-learning process
- An ability to work out and remember patterns and work with new knowledge blended with previously learnt rules and vocabulary
- A good basis of grammar
- Resilience to learn complex concepts and experiment with these
- The ability to work independently engaging with software, video, audio and a range of texts at home.

MUSIC

Curriculum Leader: Mrs L Holden

Introduction to the course

Year 9 Music builds a foundation, focusing on developing composing, performing and listening skills in preparation for Years 10 and 11. Year 9 is an opportunity to explore a range of musical styles which will include, listening to and analysing music, playing instruments and using music ICT software. Students will learn how to compose individually as well as working collaboratively at times and will have a chance to have performances recorded in the recording studio. There will also be opportunities to use Mixcraft software to sequence music, use the school's Recording Studio to gain hands-on experience of recording technology and explore the ever growing music industry.

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
AS & A2 Music	Composing, Performing, Teaching (classroom or instrumental), Music Therapist, Broadcasting, Producing, Orchestral Manager, Recording Artist, Sound Engineer.
AS & A2 Music Technology	
BTEC Music	

Qualification possibilities at Key Stage 4

Students wishing to study Music at Key Stage 4 will have multiple qualification pathways available to them. It is important to note that students requesting to take this preference choice, will be allocated to the best qualification pathway based on prior attainment and discussion with the Curriculum Leader.

The information below outlines the different certificate pathways which are available:

GCSE Music

What will be studied?

In Year 9 students are encouraged to work on their own specialist instruments (or voice) as well as composing on keyboards. During the year they will get the chance to learn in depth how to use some of the more sophisticated features of Mixcraft software. The Year 9 course is detailed below:

Autumn: Students begin building musical theory. They start the year by developing their ensemble skills with a class task, learning to play a well-known Pop song together in small groups. In the second half of this term they learn some compositional techniques through a project based on Theme and Variation.

Spring: During this term, students complete a Film Music project and a Minimalism project. They will develop their performance and compositional skills through these projects.

Summer: Students will develop their performance and compositional skills during this term by performing their first GCSE graded solo performance on their chosen instrument and they will be taught compositional techniques to enable them to make a start on their first composition.

GCSE Music in Years 10 and 11 is split into three areas; composing, listening and performing. Each student will compose two pieces of their own, perform two pieces which are recorded in the studio and will spend time learning about music history and theory in preparation for a listening and contextual understanding exam at the end of the course.

How GCSE Music assessed?

Understanding music:

There will be a listening and contextual understanding exam at the end of Year 11. This exam is 1 hour and 30 minutes, worth 40% of the GCSE and marked externally.

Performing music:

Performance 1: Solo performance (15%)

Performance 2: Ensemble performance (15%)

These two combined are worth 30% of GCSE marks. Non-exam assessment will be internally marked by teachers and externally moderated by the exam board.

Composing music:

Composition 1: Composition to a brief (15%)

Composition 2: Free composition (15%)

These two combined are worth 30% of GCSE marks. Non-exam assessment will be internally marked by teachers and externally moderated by the exam board.

What makes me suitable for the GCSE Music course?

If you play an instrument or sing well and you like the idea of creating your own music as well as playing that of others, Music is the course for you. You will find the course more accessible if you have instrumental lessons either within school or privately as the course is very much performance based.

BTEC Music

What will be studied?

BTEC Music in Years 10 and 11 is split into four units:

- Unit 1: Music Industry (exam unit)
- Unit 2: Managing a Music Product
- Unit 4: Introduction to Music Composition
- Unit 7: Introduction to Music Sequencing.

Year 9 will prepare students for these units. Students will learn how to use Mixcraft in a lot of detail and how to use all of the fx and synthesizers it has. They will be trained in how to use the recording studio and taught how to compose their own music using Mixcraft. Students will also learn how to produce music for TV adverts, how to make their own Podcasts for the radio and they will also start learning about all the different roles within the Music Industry.

How is BTEC Music assessed?

Unit 1:

This is a written exam. The exam is 1 hour, worth 25% of final BTEC marks and is marked externally.

Units 2, 4, 7:

Each of these units are worth 25% of final BTEC marks. Non-exam assessment will be internally marked by teachers and externally moderated by Edexcel.

What makes me suitable for the BTEC Music course?

If you enjoy making music on the computers and you've got an interest in Music Technology, then BTEC Music is the course for you.

PHYSICAL EDUCATION

Director of Learning: Mr D Needham

Introduction to the course

Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of roles and activities in which to participate in physical activity. Students will learn how to analyse and evaluate performance and suggest effective plans for improvement.

Further Education & Career Pathways after Year 11:

Training Pathways	Career Routes
Level 3 in Physical Education, Sport or Public Service could be followed at college. There are many University pathways in Physical Education and Sports Science.	Careers in Sport, Public Services, Armed Forces and the Fitness Industry.

Qualification possibilities at Key Stage 4

Students wishing to study Design Physical Education at Key Stage 4 will have multiple qualification pathways available to them. It is important to note that students requesting to take this preference choice, will be allocated to the best qualification pathway based on prior attainment and discussion with the Director of Learning and the class teacher.

The information below outlines the different certificate pathways which are available:

GCSE PE

What will be studied?

Students will have five lessons a fortnight. Three of these lessons will be classroom based and study the theoretical aspects of the course. Two of the lessons will support students through their practical assessment. There are four components:

1. Fitness and body systems
2. Health and performance
3. Practical performance
4. Personal exercise programme.

How is GCSE PE assessed?

<p><u>Component 1: Fitness and Body Systems</u></p> <p>Written examination: 1 hour and 45 minutes 36% of the qualification 90 marks</p> <p><u>Content overview</u></p> <ul style="list-style-type: none">• Topic1: Applied anatomy and physiology• Topic2: Movement analysis• Topic3: Physical training <p><u>Assessment overview</u></p> <p>The assessment consists of multiple-choice, short-answer, and extended writing questions.</p>	<p><u>Component 2: Health and Performance</u></p> <p>Written examination: 1 hour and 15 minutes 24% of the qualification 70 marks</p> <p><u>Content overview</u></p> <ul style="list-style-type: none">• Topic1: Health, fitness and well-being• Topic2: Sport psychology• Topic3: Socio-cultural influences <p><u>Assessment overview</u></p> <p>The assessment consists of multiple-choice, short-answer, and extended writing questions.</p>
<p><u>Component 3: Practical Performance</u></p> <p>Non-examined assessment: internally marked and externally moderated 30% of the qualification marks (10% per activity)</p> <p><u>Content overview</u></p> <ul style="list-style-type: none">• Skills during individual and team activities• Performance skills in activities <p><u>Assessment overview</u></p> <p>Consists of students being assessed against set criteria in 3 physical activities, from a set list.</p> <ul style="list-style-type: none">• One must be a team activity.• One must be an individual activity.	<p><u>Component 4: Personal Exercise Programme</u></p> <p>Non-examined assessment: internally marked and externally moderated 10% of the Qualification</p> <p><u>Content overview</u></p> <ul style="list-style-type: none">• Aim and planning analysis• Carrying out and monitoring the PEP• Evaluation of the PEP <p><u>Assessment overview</u></p> <p>The assessment consists of students producing a Personal Exercise Programme, and students to analyse and evaluate their performance.</p>

What makes me suitable for the GCSE PE course?

Students must be regularly competing in at least one team and one individual sport or activity. They must be involved in extra-curricular clubs, and be prepared to take part in a wide range of sporting activities. Students can talk to their PE teacher to find out which team/individual sports are accepted by Edexcel.

BTEC PE

What will be studied?

The Edexcel Level 2 First Award in Sport has been developed in the sport and active leisure sector to encourage personal development through practical participation and performance in a range of sports and exercise activities. It also gives students a wider understanding and appreciation of health-

related fitness, sports and exercise through selection of optional specialist units. The Edexcel BTEC Level 2 First Award in Sport has been designed to build on learning from Key Stage 3, for those who may wish to explore a vocational route throughout Key Stage 4.

The course is made up of four 30 credit units, three core units and one optional specialist units. The specialist units enable you to study different pathways in more depth.

All students take the following core units:

- Unit 1: Fitness for Sport and Exercise
- Unit 2: Practical Sports Performance
- Unit 3: Applying the Principles of Personal Training

Students will then take one specialist units:

- Unit 6: Leading Sports Activities

How is BTEC PE assessed?

Three of the units are internally assessed through a range of activities such as written coursework and direct observation of skills. The Fitness for Sport and Exercise Unit is externally assessed using online tests. Each unit will be awarded a Pass, Merit or Distinction.

What makes me suitable for the BTEC PE course?

Students must be regularly competing in at least one sport or activity. They should be involved in extra-curricular clubs, and be prepared to take part in a wide range of sporting activities.

RELIGIOUS STUDIES

Curriculum Leader:	Mrs H Loveday
Qualification Title:	Religious Studies
Qualification Type:	GCSE

Introduction to the course

Students studying Religious Studies will:

- Extend their thinking and analytical skills
- Enhance their creative, imaginative and debating skills
- Explore and develop their own values and beliefs
- Develop an understanding of how and why this may differ to someone with a religious faith.
-

What will be studied?

Paper 1: The Study of religions: students will investigate the main beliefs and practise within the religions of Christianity and Islam.

Paper 2: Thematic Studies: Religious, philosophical and ethical studies themes. Students will investigate a variety of themes (listed below) and show their understanding of, and apply their own opinions to these key concepts.

- Religion and life: Origins and value of the universe, value of human life including abortion and euthanasia.
- Religion, crime and punishment; crime and the causes of crime, aims of punishment, forgiveness and capital punishment.
- Relationships and families; contraception, sex before marriage, homosexual relationships, marriage and divorce, family and gender equality.
- The existence of God and revelation; philosophical arguments for and against the existence of God, the nature of the divine and revelation.

How is it assessed?

Students complete exam-style questions from the beginning of Year 9, in order to practice the skills necessary and to build their knowledge to be able to succeed at GCSE level. They will complete a formal written assessment once per half term. The course is examined via two external examinations (1 hour and 45 minutes each).

Further Education & Career Pathways after Year 11

Training Pathways	Career Routes
<p>Religious Studies encourages a number of skills which are useful for many training pathways:</p> <ul style="list-style-type: none">• Clear and logical thinking• Research skills• Planning and organising• Evaluation of ideas• Applying abstract ideas to the world• An ability to empathise and understand conflict• Problem-solving skills• Understanding of the impact of conflicting ideologies; and• An appreciation of human diversity, different belief structures, social, cultural and spiritual experiences.	<p>These skills are particularly useful for future careers in Law, Education, Social Work, Politics, Medicine, Administration, the Civil Service, and Public Services such as Nursing or the Police, or the Media.</p>

What makes me suitable for the course?

Do you enjoy intellectual challenge? Feel the need to find out more about how the world works? Enjoy good debate and philosophical discussion about life? If so, Religious Studies is the course for you!

SUBJECT PREFERENCE FORMS – DRAFT ONLY

Subject Preferences Form 2019

EBACC ROUTE

SURNAME _____ TUTOR GROUP 8 _____

FIRST NAME _____

Subject Preferences Blocks

Please tick one subject in each block

Block A	Tick
Art and Design	
Dance	
Design Technology	
Drama	
Engineering	
Food Preparation and Nutrition	
Geography	
Physical Education	

Block B	Tick
Art and Design	
Computer Science	
Design Technology	
Food Preparation and Nutrition	
French	
Geography	
History	
Media Studies	

Block C	Tick
Art and Design	
Design Technology (Textiles)	
Engineering	
History	
Media Studies	
Music	
Physical Education	
Religious Studies	

Block D	Tick
French	
Geography	
History	
Italian	
Spanish	

Tutor Signature	
Pupil Signature	
Parent Signature	
Interviewer Signature	

Preference Checklist	Tick
Has one option been chosen in each block?	
No more than one Design Technology chosen?	
Has Geography or History and a Language been chosen?	

Students that opt for Art and Design, Computer Science, Design Technology, Music and Physical Education will be guided towards the most suitable qualification pathway for them.

Subject Preferences Form 2019

SURNAME _____ TUTOR GROUP 8 _____

FIRST NAME _____

Subject Preferences Blocks

Please tick one subject in each block

Block A	Tick
Art and Design	
Dance	
Design Technology	
Drama	
Engineering	
Food Preparation and Nutrition	
Geography	
Physical Education	

Block B	Tick
Art and Design	
Computer Science	
Design Technology	
Food Preparation and Nutrition	
French	
Geography	
History	
Media Studies	

Block C	Tick
Art and Design	
Design Technology (Textiles)	
Engineering	
History	
Media Studies	
Music	
Physical Education	
Religious Studies	

Block D	Tick
French	
Geography	
History	
Italian	
Spanish	

Tutor Signature	
Pupil Signature	
Parent Signature	
Interviewer Signature	

Preference Checklist	Tick
Has one option been chosen in each block?	
No more than one Design Technology chosen?	

Students that opt for Art and Design, Computer Science, Design Technology, Music and Physical Education will be guided towards the most suitable qualification pathway for them.