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## KEY STAGE 4 OPTIONS 2017

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Aim, Believe, Achieve ✓



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## About your options

In 2017 students entering year 9 will embark upon a 3 year programme of study leading to examinations in the summer term of year 11. All students will take at least 8 subjects. Students have been allocated a pathway and should make their selections accordingly. Our aim is to provide a broad and balanced curriculum that will equip all of our students with the necessary skills they will need in later life and help them to 'open doors' for themselves in terms of career paths, be it in further education or future employment.

## Timeline of the Options Process

<b>Thursday March 16<sup>th</sup> 2017</b>	Key Stage 4 Choices Evening
<b>Friday 31<sup>st</sup> March 2017</b>	Deadline for completing and returning Option Forms
<b>Friday 28<sup>th</sup> April 2017</b>	Confirmation of Options

## Options Event 16<sup>th</sup> March 2017

5:30pm Introduction presentation by the Principal Mrs Tilbrook and Mr Hibbert in the Hall.

5:45 – 7:00pm Key Stage 4 Choices Fair in the Gym. This is your opportunity to discuss with subject teachers about each subject, including demands of the course, what to expect and your suitability for the course.

## Options Pathways

There are three available pathways available to students currently in year 8;

- 🍎 **I** – on this pathway students will study for a total of 11 GCSEs. This gives them entry to the Ebacc as they will be studying french and either history or geography and can chose from options all of the option blocks.
- 🍎 **E** – on this pathway students will study for a total of 10 GCSEs. Students will receive additional support in mathematics and English, instead of studying a language and can chose options from all of the option blocks.
- 🍎 **S** – on this pathway students will study for a total of 9 GCSEs. Students will receive additional support in mathematics and English, instead of studying a language and can chose options from option block A, B and C.

The Key Stage 4 curriculum available to each pathway will be as follows;

Pathway	English (Lang & Lit)	Maths	Combined Science	French	ICT	Option A	Option B	Option C	Option D	Additional English and Maths	Study Support	Core PE	PHSE
<b>I</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x	✓	✓
<b>E</b>	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	x	✓	✓
<b>S</b>	✓	✓	✓	x	✓	✓	✓	✓	x	✓	✓	✓	✓



## Making your Options

Students in pathways "I" and "E" must choose a 1<sup>st</sup> and 2<sup>nd</sup> choice subject from each option block. Students in pathway "S" must choose a 1<sup>st</sup> and 2<sup>nd</sup> choice subject from option block A, B and C. Once you have decided on your choices please complete the Options Form.

Make sure to choose different subjects in each block, for example do not choose Art in both block B and C.

Option A	Option B	Option C	Option D
Geography	Art Design	Art Photography	Computing
History	Design and Technology	History	Drama
	Geography	Media Studies	Ethics, Philosophy and Religion
	Music	Physical Education	Psychology

Some option subjects may not be viable at Key Stage 4 if there is not sufficient interest.

Forms must be completed by the 31<sup>st</sup> March. Letters will be given to students on Friday 28<sup>th</sup> April informing them of their options, if you have any questions regarding the assigned options please see Mr Hibbert.

## GCSE Grading

Current GCSE Grades		New GCSE Grades
A*		9
A	↔	8
B		7
		6
C	↔	5
		4
D	↔	3
E		2
F		1
G		1
U	↔	U

- GCSE's have now changed and grades are awarded from 9-1 rather than A\*-C.
- New GCSEs largely examination based.
- Grade 5 is the New 'Good Pass'.

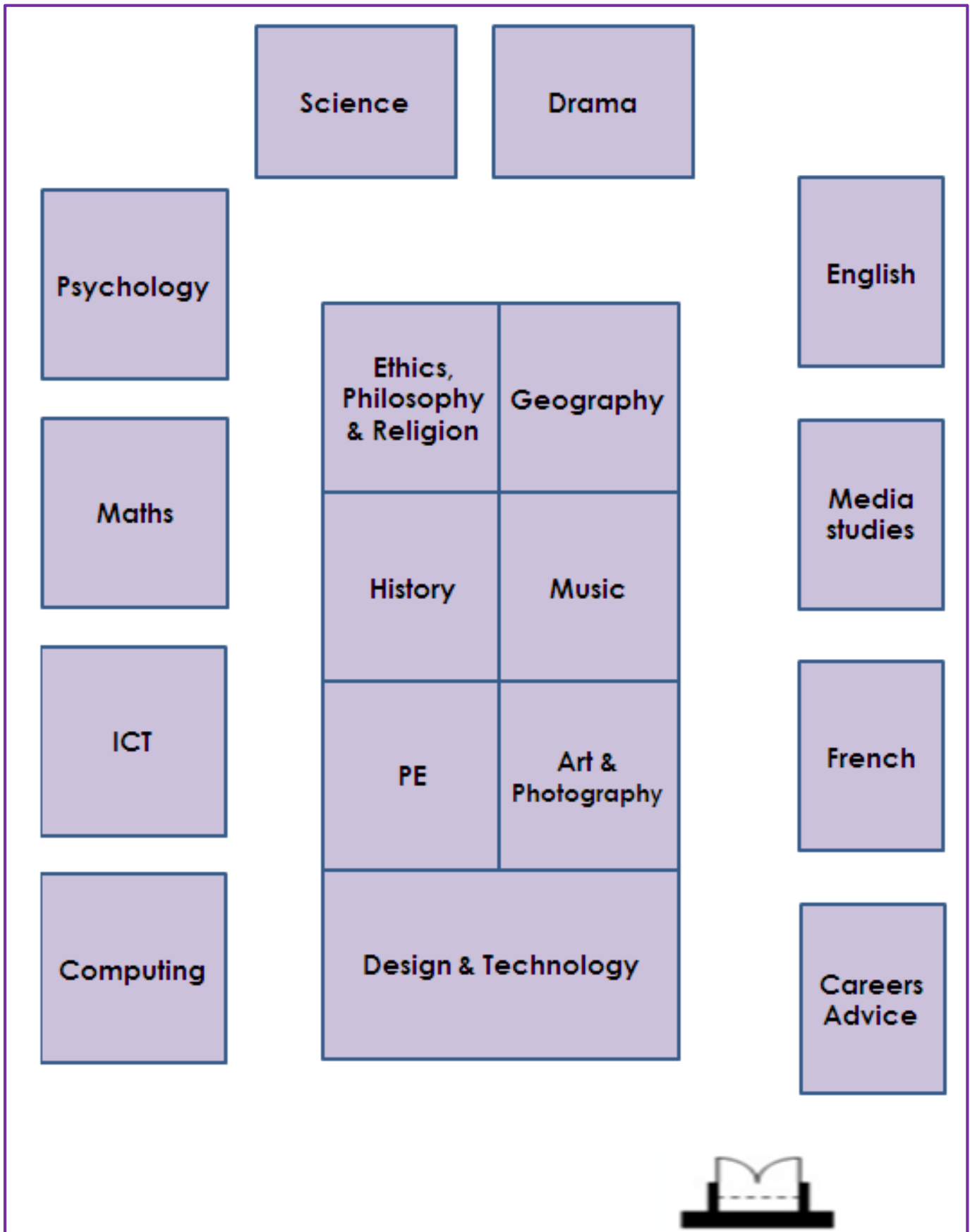
### English Baccalaureate

The English Baccalaureate (EBacc) is a performance measure for schools, not a qualification for students.

EBacc subjects are the core academic subjects that make up the EBacc and are most regularly asked for by college and university courses – worth bearing in mind when deciding which GCSEs to take. Students don't need to have studied all of these to go to university, but having their GCSE mix steered towards EBacc subjects will help keep their options open. EBacc subjects consist of the following choices: English (and English Literature), Maths, GCSE Combined Science, one of History or Geography and a modern foreign language.



## Choices Fair Layout of Gymnasium





## Subjects Available

### Core Subjects

Every Student will follow the following GCSE subjects:

- 🌿 English (Language and Literature)
- 🌿 Mathematics
- 🌿 Combined Science (Double Award)
- 🌿 ICT (Equivalent to GCSE)
- 🌿 Core Physical Education (non-examination)
- 🌿 PSHE (non-examination)

### Optional Subjects

In addition to the core subjects we will be offering the following optional subjects next year. However we cannot guarantee that all subjects will run – this will depend on the number of students opting for each subject.

- 🌿 Art & Design
- 🌿 Art & Design: Photography
- 🌿 Business Studies
- 🌿 Computer Science
- 🌿 Drama
- 🌿 Design & Technology
- 🌿 Ethics, Philosophy & Religion
- 🌿 French
- 🌿 Geography
- 🌿 History
- 🌿 Media Studies
- 🌿 Performing Arts: Music (BTEC)
- 🌿 Physical Education – GCSE
- 🌿 Psychology



### When choosing your options;

- 🌿 Choose subjects that you enjoy.
- 🌿 Choose subjects that you think you will do well in.
- 🌿 Consider what you want to do after year 11.
- 🌿 Do not choose a subject just because your friends have chosen it.
- 🌿 Do not choose a subject just because you like the teacher.

### Advice on choosing your options;

- 🌿 Talk to your parents and relatives.
- 🌿 Discuss your options with the subject teachers and your mentors.
- 🌿 Come and talk to Mrs Hull, our Careers Advisor.
- 🌿 Visit the subject websites for more information.





## English Language and English Literature

GCSE

### Introduction

The skills of reading, writing, speaking, and listening are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life.

Students will be prepared for two exams in English Language and two exams in English Literature. All assessment for GCSE English Literature and GCSE English Language is terminal: there are no Controlled Assessments or Coursework under the new syllabus.

The skills required for the two GCSEs are cross-transferable. Although the subjects have discrete lessons, with Language having 4 lessons and Literature having 5 lessons over the fortnightly timetable, the subjects are taught in an integrated fashion, with students learning and improving their English Language skills through the reading and analysis of English Literature.

### Assessment

**Students will sit two exams at the end of year 11 in GCSE English Literature.**

**Paper 1:** 1 hour 45 minutes, 40% of the total marks, Shakespeare and 19th Century novel.

**Paper 2:** 2 hours 15 minutes, 60% of total marks, Modern prose or Drama, poetry and unseen texts.

**Students will sit two exams at the end of year 11 in GCSE English Language.**

**Paper 1:** 1 hour 45 minutes including 15 minutes reading time, divided into 2 sections

Section A 25% of the total marks, 4 reading questions

Section B 25% of the total marks, 1 writing question.

**Paper 2:** 1 hour 45 minutes, including 15 minutes reading time, divided into 2 sections

Section A 25% of the total marks, 4 reading questions

Section B 25% of the total marks, 1 writing question.



## Mathematics

GCSE

### Aims

- 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.

### Content

Topic Area	Foundation Tier	Higher Tier
Number	25%	15%
Algebra	20%	30%
Ratio	25%	20%
Geometry	15%	20%
Probability and statistics	15%	15%

### Assessment

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier.

Paper 1: Non-Calculator	Paper 2: Calculator	Paper 3: Calculator
33 $\frac{1}{3}$ % of the GCSE 1 hour 30 minutes Written exam 80 marks	33 $\frac{1}{3}$ % of the GCSE 1 hour 30 minutes Written exam 80 marks	33 $\frac{1}{3}$ % of the GCSE 1 hour 30 minutes Written exam 80 marks





## Science

GCSE

### Aims

- To develop interest in, and enthusiasm for, science.
- To develop a critical approach to scientific evidence and methods.
- To acquire and apply skills, knowledge and understanding of how science works and its essential role in society.
- To acquire scientific skills, knowledge and understanding necessary for progression to further learning.

All Key Stage 4 students will be studying Edexcel 9-1 Science which allows us to offer entry level Science in conjunction with the standard GCSE for our lower attainers and we will be looking to offer triple Science for our gifted and talented students (within the normal allocation for Science rather than as an option).

### Content

Students must study all 3 sciences and will be taught by a subject specialist as much as possible. The content of these science GCSEs includes:

#### BIOLOGY

- Cell biology
- Transport systems
- Health, disease and the development of medicines
- Coordination and control
- Photosynthesis
- Ecosystems
- Inheritance, variation and evolution

#### CHEMISTRY

- Atomic structure and the periodic table
- Structure, bonding and the properties of matter
- Chemical changes
- Energy changes in chemistry
- The rate and extent of chemical change
- Chemical analysis
- Chemical and allied industries
- Earth and atmospheric science

#### PHYSICS

- Energy
- Forces
- Forces and motion
- Waves in matter
- Light and electromagnetic waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

### Assessment

**GCSE Science** qualifications will be assessed through a series of external examinations at the end of year 11. Practical skills will also be assessed as part of these exams (core practicals).



## ICT

AQA Technical Award



### Aims

This course is practical in nature and provides students with knowledge and highly sought-after skills to prepare them for further study, apprenticeships and the workplace.

ICT provides opportunities for learners to develop a range of key ICT skills demanded by employers. The course will give students a key insight into the use of technology in business along with the opportunity to develop key ICT skills such as spreadsheets, databases, and website design. In the workplace today, those with knowledge of, and skills in ICT, have better employment opportunities to pursue new careers.

The course will provide an all-round ICT qualification and will provide opportunities to develop interpersonal, communication, problem solving and project management skills.

The course comprises of;

-  2 practical units
-  1 exam

## Core Physical Education

### Non Examination

### Aims

The core Physical Education programme at IES Breckland builds on and develops the skills and understanding learnt throughout Key Stage 3, and allows students to explore a range of different practical activities as well as gain an accredited award as a young Sports Leader.

### Content

You will study a programme of practical sports during PE comprising of games, fitness, gymnastic and athletics activities.

In addition you will have the opportunity to gain an accredited award in Sports Leadership, which can be used as a platform for coaching and running sports activities or to develop leadership skills for use in the world of work. In order to become a Sports Leader you will undertake the course within PE lessons and are encouraged to use your skills in volunteering to coach and run extra-curricular activities.

### Assessment

Assessment at Key Stage 4 is based on national curriculum for PE levels. Assessment for the sports leaders' award is based upon students meeting the criteria set out by Sports Leaders UK.



## Art & Design – Focus Drawing & Painting

GCSE

### Aims

GCSE Art & Design (AQA) is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. This course allows flexibility and creative opportunities.

It is an unendorsed course where candidates can work in appropriate art, craft and design materials and processes.

The main topics are Portraiture, Still life and Landscape that can be realistic, graphic or creative and be influenced by historic and contemporary artists.

### Content

Candidates will need to produce practical and contextual work associated with two or more of the endorsements below:

#### **Art and Design – Applied**

Candidates should produce practical outcomes informed by critical/contextual sources in response to project briefs that are specifically vocational in nature with content reflecting work-related and client-orientated contexts. They can work in two and/or three-dimensions using appropriate art, craft and design materials and working methods.

#### **Art and Design – Fine Art**

Candidates should produce practical and critical/contextual work in one or more area(s) including drawing and painting, mixed media, sculpture, land art, installation, printmaking, lens-based and/or light-based media: film, television, animation, video and photography.

#### **Art and Design – Graphic Communication**

Candidates should produce practical and critical/contextual work in one or more area(s) including illustration, advertising, packaging design, design for print, communication graphics, computer graphics, multimedia, web design, lens-based and/or light-based media: film, animation, video and photography.

#### **Art and Design –Textile Design**

Candidates should produce practical and critical/contextual work in one or more area(s) including fashion and costume, printed and/or dyed fabrics and materials, domestic textiles, constructed and/or stitched and/or embellished textiles.


#### **Art and Design – Three-Dimensional Design**

Candidates should produce practical and critical/contextual work in one or more area(s) including ceramics, sculpture, installation, jewellery, body adornment, exhibition design, and design for theatre, television and film, interior design, product design, environmental art and design, and architectural design.


#### **Art and Design – Photography: lens-based and light-based media**

Candidates should produce practical and critical/contextual work in one or more area(s) including theme-based photography (portrait, landscape, still-life, and reportage), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, new media practice, video, television and film.

### Assessment

 **Unit 1: Portfolio of Work** Controlled Assessment – set and marked by centre and moderated by Exam Board (60%)

Candidate portfolio selected from work undertaken during course of study and must include more than one project.

 **Unit 2: Externally Set Task** Marked by centre and moderated by Exam Board (40%)

Unlimited preparation time, 10 hours of sustained focused study. Candidates respond to their chosen starting point.



## Art: Photography – Focus Graphics & Photography

GCSE

### Aims

- To introduce the basic control and knowledge of digital photographic equipment.
- To develop an understanding of the elements of digital photography, including composition and lighting.
- To establish a subject specific language to encourage analysis and discussion of your own and others work.

### Content

This is a specialised course offered to all students who hold a serious interest in photography. Experience in a wide range of materials and techniques will be gained, including the operation of cameras, lighting, electronic editing and experimental photography. Digital photography and computer manipulation using Gimp is a main element of the course and candidates may decide to develop the media of video.

### Assessment

#### **Coursework component: 60%**

Students will work towards a portfolio of work over the three years consisting of more than one project or an extended collection of work. This can be in the form of a whole thematic project such as 'reflection' or 'light and dark' or cover a whole range of themes such as portraiture, landscape, still life, photo-journalism and the moving image. This portfolio will be supported by individual idea notebooks/logbooks. Some extension work will be required outside the normal photographic sessions.

#### **Examination component: 40%**

At the end of the course, students will undertake a ten hour controlled examination. They will be given the examination paper in advance during the spring term in Year 11 and they will be expected to research and prepare independently, supported by their teacher.



## Computer Science

GCSE

### Aims

A Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. It will give an understanding of how computer technology works and looks at what goes on "behind the scenes". Through study of computer programming the course will help develop critical thinking, analysis and problem solving skills.

GCSE (9-1) Computer Science has been improved and reformed to meet the demands of a modern and evolving computer science industry and educational sphere.

**Component 01:** Computer Systems: systems architecture, memory, storage, wired and wireless networks, network topology, protocols and layers; system security and software, ethical, legal, cultural and environmental concerns.

**Component 02:** Computational thinking, algorithms and programming: Algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, data representation.

**Programming project:** A short programming project is undertaken (eg Visual Basic or Python). There is the opportunity to experience the full system life-cycle of analysis, design, development, testing and evaluation to achieve the programmed solution. Previous projects have included a traffic speed checker, a quiz program and a code-breaking application.

### Assessment

Component 1 – Computer systems

- 🕒 A written paper 1 hr 30 mins - 40% of total GCSE.

Component 2 – Computational thinking, algorithms and programming

- 🕒 A written paper 1 hr 30 mins - 40% of total GCSE.

Component 3 – Programming project – 20% of total GCSE

- 🕒 20 hours of controlled assessment.



## Design & Technology

GCSE

### Aims

If you enjoy:

- ☞ Thinking creatively.
- ☞ Solving real problems.
- ☞ Designing products for the future.
- ☞ Making your own unique product.
- ☞ Using your initiative and creativity.
- ☞ Using Computer Aided Design and Manufacture.
- ☞ Working within contexts.

...then Design and Technology is for you.

### Content

GCSE Design and Technology covers a wide range of activities based on the knowledge of materials, tools and processes and using them to design and make products. They are then manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, you will use a range of machine tools and processes to shape and form materials into functioning products. Over the course of three years, you will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to D&T and invaluable transferable skills such as problem solving and time management.

After the course, you can use the qualification to do A Level Product Design leading to degree courses in architecture, engineering, electronics, fashion, design and marketing. It can also help in other training courses in furniture making or construction like carpentry, joinery, bricklaying, plumbing, electrician and plasterer. If post-16 is not for you, employers will value the GCSE D&T qualification as it develops creative, technical and transferable skills.

### Assessment

Assessment is to be based on knowledge and understanding of tools, processes and products tested in a 2 hour exam paper in June of year 11. Practical skills are tested through an NEA task using 30-35 hours to design and make a product within a given context. This is assessed in school and checked by the examination board.



## Drama

GCSE

### Aims

The skills required for the written element of GCSE Drama are the same skills learnt in GCSE English, but that is not all.

If you think that Drama is not an academic subject, please bear in mind that more than 9994 students studying at Russell Group universities since 2012 have an A Level in Drama and Theatre. They are studying: Medicine, Law, History, Geography, Theology, Philosophy, Classics, Art, Music, Psychology, Politics, Maths, Business, Economics, Engineering, French, German, Computer Science, Dentistry, Russian, Management, Biomedical Sciences, Chemistry, Film, Spanish, Italian, Physics, as well as, Drama, Theatre, English and many more. This was revealed by a Freedom of Information request made to all of the Russell Group universities by Essentialdrama.com.




Drama allows our students to experiment in a safe environment and to study an enormous range of theorists, techniques and texts. It is not limited only to extroverts who want to perform in front of an audience: there are opportunities for set designers, sound and lighting engineers, make-up artists and stage managers and more!

### Assessment

Component 1: Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification

Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre.

Learners must produce:

-  A realisation of their piece of devised theatre.
-  A portfolio of supporting evidence.
-  An evaluation of the final performance or design.

Component 2: Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification

Learners will be assessed on either acting or design. Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification

Section A: Set Text

A series of questions on one set text from a choice of five:

1. The Tempest, William Shakespeare
2. The Caucasian Chalk Circle, Bertoltz Brecht
3. Hard to Swallow, Mark Wheeller
4. War Horse, Michael Morpurgo, adapted by Nick Stafford
5. DNA, Dennis Kelly.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.



## Ethics, Philosophy and Religion

GCSE

<b>Aims</b>	The emphasis of this specification on philosophical, moral and religious issues is designed to be consistent with the non-statutory National Framework for Religious Education for Key Stage 4, and to build on the Key Stage 3 requirements of the Framework. It is also designed to be consistent with the requirements of many locally agreed syllabuses for Religious Education including Suffolk LA syllabus, and to stimulate the interest of students for whom Religious Studies is compulsory.
<b>Content</b>	<p>Students will be challenged with questions about belief, values, meaning, purpose, and truth, enabling them to develop their own attitudes towards ethical, philosophical and religious issues.</p> <p>Students will also gain an appreciation of how religion philosophy and ethics form the basis of our culture and our understanding of British values. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All of these skills will help them prepare for further study and are invaluable in the workplace.</p>
<b>Assessment</b>	<p>Assessment will be through two one hour, forty five minute examinations each comprising of one of two components:</p> <p><b>Component 1:</b> The study of religions: beliefs, teachings and practices of Christianity and Islam.</p> <p><b>Component 2:</b> Four religious, philosophical and ethical studies themes:</p> <ul style="list-style-type: none"><li>☞ Theme A: Relationships and Families.</li><li>☞ Theme B: Religions and Life.</li><li>☞ Theme C: The existence of God and revelation.</li><li>☞ Theme D: Religion, peace and conflict.</li><li>☞ Theme E: Religion, crime and punishment.</li><li>☞ Theme F: Religion, human rights and social justice.</li></ul> <p>Students will be expected to answer two questions on Christianity and two questions on Islam in component 1, i.e. four questions in total for the component 1 Exam paper. In the Component 2 paper, students will answer questions on four of the six religious, philosophical and ethical themes. Each question is sub-divided into five parts structured on an incline of difficulty.</p> <p>Exam papers are designed to give access to the full range of grades and are not tiered. Quality of Written Communication will be assessed in the 12 mark sub section of each question.</p> <p>Up to 5 marks will be awarded for Spelling, Punctuation and Grammar.</p>





**French**

GCSE

**Aims**

Students will be expected, as they progress linguistically;

- To develop language skills in a variety of contexts.
- To cope with a greater degree of unpredictability.
- To deal with a widening range of potential problems.
- To understand and use more accurately a widening range of vocabulary and structures.
- To understand issues and opinions.
- To discuss issues and give opinions.
- To give full descriptions and accounts.

**Content**

The specification covers three distinct themes which apply to all four question papers. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

**Theme 1: Identity and culture**

- Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free-time activities
- Music
- Cinema and TV
- Food and eating out
- Sport
- Customs and festivals in French-speaking countries/communities

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

- Home, town, neighbourhood and region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

**Theme 3: Current and future study and employment**

- My studies
- Life at school/college
- Education post-16
- jobs, career choices and ambitions

**Assessment**

<b>Paper 1: Listening</b>	<b>Paper 2: Speaking</b>
Understanding and responding to different types of spoken language	Communicating and interacting effectively in speech for a variety of purposes
<b>How it's assessed</b>	<b>How it's assessed</b>
<ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier).</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier).</li> <li>• 25% of GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-exam assessment.</li> <li>• 7–9 minutes (Foundation Tier) + preparation time.</li> <li>• 10–12 minutes (Higher Tier) + preparation time.</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier).</li> <li>• 25% of GCSE.</li> </ul>
<b>Paper 3: Reading</b>	<b>Paper 4: Writing</b>
Understanding and responding to different types of written language	Communicating effectively in writing for a variety of purposes
How it's assessed	How it's assessed
<ul style="list-style-type: none"> <li>• Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier).</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier).</li> <li>• 25% of GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier).</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier.</li> <li>• 25% of GCSE.</li> </ul>



## Geography

GCSE

### Aims

Geography is the science of place and space. Geographers ask where things are located on the surface of the Earth, why they are located there, how places differ from one another, and how people interact with the environment.

During the course students will:

- 🌱 Develop independent learners and create reflective thinkers.
- 🌱 Develop knowledge and understanding of geographical concepts in our changing world.
- 🌱 Appreciate the importance of the location of places and environments.
- 🌱 Understands values and attitudes to different environments, societies and cultures.
- 🌱 Develop a global citizen who recognises how they can contribute to a future that is sustainable.
- 🌱 Develop and apply learning through fieldwork, geographical skills, ICT and enquiry.

### Content

We will be following the OCR B specification with the following topics:

<u>Unit 1</u>	<u>Unit 2</u>
Global Hazards	Urban Futures
Changing Climate	Dynamic Development
Distinctive Landscapes	UK in the 21 <sup>st</sup> Century
Sustaining Ecosystems	Resource Reliance

For each unit a wide range of case-studies at local, national and international levels are used. Contemporary problems such as pollution, famine, disease, extreme weather, global warming and earthquakes are examined, possibly as they happen or are reported in the news.

Please note that there are compulsory field trips for Unit 1 and Unit 2.

### Assessment

Unit	Content	Worth	Assessed
Unit 1	Our Natural World (Physical Geography)	35%	1 hour 15 exam
Unit 2	People and Society (Human Geography)	35%	1 hour 15 exam
Unit 3	Geographical Enquiry	30%	1 hour 30 exam



## History

GCSE

### Aims

History provides a range of skills that give students a sound basis on which to build other studies. It encourages them to question the past as a way to learn about the present and consider the future. History will develop students ability to ask a range of questions from who, where and what to why things have happened and continue to happen. History is a subject that will challenge their literacy abilities, enabling them to improve their overall literacy competency and help them to develop their analytical skills, whilst looking into the past and exploring the mysteries it has to offer.

### Assessment

Students beginning the GCSE in September 2017 will be enrolling onto the new revised specification for History (due for first examination in June 2018.) They will have no controlled assessment or coursework elements; instead students will undertake 3 examinations of varied length.

Examinations will focus on specific skills and be divided into sections as below:

#### **Paper 1**

**Section A:** Historic environment. Students answer a question that assesses knowledge plus a two-part question based on two provided sources.

**Section B:** Thematic study. Students will answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students answer one from a choice of two.

#### **Paper 2**

**Section A:** Period study. Students will answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.

**Section B:** British depth study. Students will answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.

#### **Paper 3**

**Section A:** Students will answer a question based on a provided source and a question that assesses their knowledge and understanding.

**Section B:** Students will answer a single four-part question, based on two provided sources and two provided interpretations.

The table below shows the Edexcel specification options which as a school we have decided is most suitable to our students and supports the strength of our history team.

<b>Paper 1 Thematic Study and Historical Environment.</b>	Medicine in Britain, c1250–present.	The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
<b>Paper 2 Period Study and British Depth Study</b>	Superpower relations and the Cold War, 1941–91	Henry VIII and his ministers, 1509–40
<b>Paper 3 Modern World Study</b>	Weimar and Nazi Germany, 1918–39	



## Media Studies

GCSE

### Aims

The current AQA GCSE Media Studies course attracts an increasingly large number of students every year because it makes learning interesting, challenging, creative and fun. It offers rigorous but accessible learning on a subject of key importance for young people's understanding of the world they experience. This course is ideal for anybody that would enjoy the creative aspects of Art and DT, but also understanding how media works.

The skills required for the Media Studies are the same skills of analysis and written expression as in English.

It offers:

- 🍷 Extensive and meaningful coverage of media theory and practice.
- 🍷 Practical work which integrates theories and concepts.
- 🍷 A choice of assignments for production and pre-production.
- 🍷 The chance to study across a range of different media.
- 🍷 Opportunities to learn about real media products and industries.
- 🍷 Opportunities for progression, especially to A Level Media Studies.

### Content

Although AQA have a draft specification for current Year 8s to study, it is yet to be finalised. Therefore, all information included here is straight from the exam board and as up to date as possible.

GCSE Media Studies uses four major concepts which form the basis of the subject content:

- 🍷 Media Language: forms and conventions
- 🍷 Audience
- 🍷 Media Industries
- 🍷 Representation

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#### Paper 1:

Questions on this exam paper is focused on industries and audiences in section A. Section B deals with representation.

- 🍷 Written exam: 1 hour 30 minutes
- 🍷 84 marks
- 🍷 35% of GCSE

#### Paper 2:

Questions on this exam paper will focus on media language and contexts of the media.

- 🍷 Written exam: 1 hour 30 minutes
- 🍷 84 marks
- 🍷 35% of GCSE

#### Creating a media product:

This is the practical element of the course. Here, students could create a short film, print advert, TV advert, magazine front cover or many other media products.

- 🍷 A choice of topics related to the over-arching (annually changed) theme.
- 🍷 72 marks - 30% of GCSE



### **Media Forms/Platforms**

Underpinning the Key Concepts, the subject content is classified according to the following media forms/platforms:

- ✎ Print and Electronic Publishing including newspapers, comics, magazines etc.
- ✎ Moving Image
- ✎ Television including genre study, franchises, scheduling etc.
- ✎ Film covering features, shorts, trailers, production, distribution and exhibition as well as genre study
- ✎ Video including promotional, training and corporate
- ✎ Radio including commercial, network, public broadcasting, community etc.
- ✎ Web-based Technologies/New Media including Internet, web design, social networking, weblogs, vblogs, podcasts, gaming etc.

It is noted that the following can be found across the media forms/platforms listed above:

- ✎ Advertising and Marketing – including advertisements in print publications, on radio, on television, in the cinema, film trailers, billboards etc.
- ✎ Popular Music – including Artistes & Repertoire (A & R), promotion, and marketing.
- ✎ News – including television, newspapers, internet, radio etc.

Candidates must cover at least three discrete media forms/platforms.



## Performing Arts Music

BTEC

### Aims

The BTEC in Performing Arts (Music) will appeal to students who are keen to perform and develop their music-making skills, and who are interested in other aspects of putting together a musical performance, such as backstage and production elements.

#### What is a BTEC?

A BTEC is a vocationally related qualification, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. They are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace.

#### How will I be assessed?

The majority of the course is internally assessed through project-based assignments and an external examiner will be present to assess the live performance aspect. There is no written exam for this course.

### Content

Year 9 (Foundation Year)	Example of Topics Studied		
		<p><b>Production Skills</b> how to set up and use the sound equipment for a live performance</p> <p><b>Ensemble &amp; Performance Skills</b> working in groups and performing music in different styles and genres</p> <p><b>Putting on a Show</b> – events management</p> <p><b>The Performing Arts Industry</b> the recording process and careers in the music industry</p>	
Year 10 & 11 Assessed Units	Unit	Title	Description
	6	Music Performance Skills	In this unit you will explore a variety of styles and genres of music; you will learn about the key features of these styles and experience performing in these styles. You will review your own strengths and weaknesses to develop your technical and interpretive skills. You will also be assessed on your personal management skills.
	2	Preparation, Performance and Production	Have you ever thought about all the things that need to happen before a performance is seen by an audience? You will work as a team to develop a performance piece based on a theme. A variety of skills will be needed within the team to make this a successful performance: music, acting, dancing, scenery, makeup, costume, sound, lighting, front of house...
1	Individual Showcase	How can you make sure you present yourself in the best light to potential employers or further educators? You will learn about the potential training and career opportunities in the performing arts industry, and prepare yourself for an audition or interview in which you present your skills as an individual.	



## Physical Education GCSE

GCSE

### Aims

The Physical Education course has been designed to provide a smooth progression from GCSE to A level. The course builds on knowledge at Key Stage 3, supporting a smooth transition to the next level of study.

This course is for you if you:

- 🍎 Have a keen interest in sport and underpinning scientific knowledge.
- 🍎 Take part in sport outside of lesson time.
- 🍎 Looking for a challenge but yet rewarding GCSE course.
- 🍎 Want to develop your understanding theoretical knowledge in Fitness, Body Systems, Health and Performance.
- 🍎 Want to proceed into a career of Sport.

### Content

GCSE PE encourages learners to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Helps students develop important transferable skills for progression to the next level, including numeracy, communication and an understanding of practical performances. The blend of scientific and social knowledge positions candidates to access a range of qualifications.

### Assessment

The course is split into 70% Theory and 30% Practical and is form by four Components:

#### **Component 1:**

Fitness and Body Systems. Written examination: 1 hour and 45 minutes 36% of the qualification

#### **Component 2:**

Health and Performance. Written examination: 1 hour and 15 minutes 24% of the qualification

#### **Component 3:**

Practical Performance Non-examined assessment: internally marked and externally moderated 30% of the qualification 105 marks, (35 marks per activity) One team activity, one individual activity and a free choice.

#### **Component 4:**

*Personal Exercise Programme (PEP). Non-examined assessment: internally marked and externally moderated 10% of the qualification 20 marks Aim and planning analysis. Carrying out and monitoring the PEP Evaluation of the PEP.*



## Psychology

GCSE

### Aims

Psychology is the scientific study of the human mind and its functions, especially those affecting the way we behave – why do people do what they do!

It is an interesting and challenging subject that gives students the opportunity to debate current topics, and experiments that have shaped how we think and interact with the world.

#### Why Study Psychology

- Develops an ability to think and evaluate independently, and apply theories and research.
- Encourages development of transferable skills such as evaluation, questioning and debating skills.
- It is a fascinating subject and will get you thinking about the world maybe in a slightly different way.

#### Is this course for you?

Whatever job you do, you will be working with others, and psychology gives you an understanding of why people act in the way that they do. If you are thinking of becoming a psychiatrist, counsellor, teacher, researcher, nurse or police officer then this subject would support a skill set that is required for these professions. It also it a great tool for those wishing to take psychology as an A level at college/sixth form.

### Content

#### Topics that are studied as part of the course:

##### Cognition & Behaviour

This includes;

- Memory and how it works and helps us to make sense of our world and our reality.
- Perception; what is real and what is not.
- Development; how the brain works and the role of nature vs nurture.
- Research methods and its place in shaping the understanding of psychology.

##### Social Context & Behaviour

This includes;

- Social influence; why we do what we do.
- Language, thought and communication.
- How the biology of the brain works.
- Psychological problems and mental health.

### Assessment

#### Current GCSE Specification

**Unit 1:** Cognition & Behaviour (exam 1 hour 45 minutes) 50%

**Unit 2:** Social context & behaviour (exam 1 hour 45 minutes) 50%





## Notes



## Notes



## Notes



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Aim, Believe, Achieve ✓