



**WOODLANDS**  
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

**YEAR 8**  
**GCSE OPTIONS BOOKLET**  
**2020**



## Options 2020

### How will the new GCSEs be graded?

As you and your child are already aware Woodlands School is now using the new GCSE grades 9-1 as opposed to A\*-G; this is a process pupils now follow from the beginning of their time with us in Year 7.

The government introduced new GCSEs with the aim of increasing their rigor and further developing the literacy and numeracy skills of young people nationally to better prepare them for further study or the workplace.

Some of the key changes are:

- All assessments will be at the end of all the courses in Year 11. There will be no more modules and pupils will not be able to take some exams early.
- Exams will form 100% of the assessments in nearly every subject. Coursework and Controlled Assessments will cease in most subjects.
- The new grading system used for GCSE will be 9-1, with 9 being the highest.
- Fewer subjects will offer tiered exam papers i.e. foundation or higher, which currently exist in some subjects.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ <b>STRONG PASS</b>	
④ <b>STANDARD PASS</b>	C
3	D
2	E
1	F
	G
U	U

## **Options 2020**

### **Pupil Guidance**

#### **Why do we have Options?**

As discussed at the Pre-Options Evening, it is so that you can begin to personalise your curriculum and consider possible career pathways. Woodlands School believes that the new pathways make the Options process very exciting for all of our pupils to further their aspirations, build resilience, take opportunities and become excellent.

#### **What subjects can be chosen?**

You will have been recommended for one of the two pathways which we feel best suits your learning needs and offers you an exciting opportunity to explore a course which will help fully engage you in your schooling. The pathway forms explain which courses are available and which are compulsory for you to follow.

#### **How do I make my choices?**

We aim to construct a timetable that enables you to follow a combination of subjects that best suit your learning needs.

When the Option Forms are completed and handed in, we shall be able to assess the demand for all the subjects. If there is very low demand for a subject then the decision may have to be made to withdraw that subject from the Options and at this point we will discuss with those pupils affected.

The timetable means that some subjects will be in the same Options block and therefore are timetabled for the same periods during the week. We will try to offer as many subjects as possible in the blocks to allow as many of our pupils as possible to select their preferred choice. Inevitably, there will be clashes, but we will try our hardest to ensure clashes do not affect the subjects you can take too much.

You will have the opportunity to discuss your Option choices with Mr Newby and, in the event of problems arising with choices and combinations we will discuss these with you.

#### **Do I get any guidance in making my choices?**

Included in this booklet is information about all the different subjects. This includes both core and optional subjects.

In the weeks leading up to Option choices subject teachers will provide taster sessions during their lessons about their subject in Key Stage 4.

There will be an opportunity to explore subjects further by attending any extra events which will be available, as well as the chance to speak to the staff involved.

### **What should I consider when making my choices?**

**It is important that you make your choices using the following guidance:**

- Find out as much information as you can about the subjects you are considering choosing. Subjects are not always the same in Key Stage 4 as they are in Key Stage 3
- Choose subjects which you enjoy doing.
- Choose subjects which fit your learning needs.

### **Should I be thinking about my career?**

You should be starting to think about it, but at this stage of your school career it is important you give yourself as broad a curriculum as possible through your Options choice.

In making Option choices there are very few careers which you rule out by choosing the wrong subjects for Key Stage 4. It is true, however, that to do an 'A' level in a subject it would be beneficial to have studied it at GCSE.

### **What happens next?**

- **Friday 6<sup>th</sup> December 2019:** Pupils will receive options information in an assembly. Pupils are given their options booklets and mock options form.
- **Monday 9<sup>th</sup> December 2019–Friday 17<sup>th</sup> January 2020:** Options taster sessions to take place in school.
- **Monday 20<sup>th</sup> January 2020:** Deadline for mock options forms to be submitted.
- **Thursday 13<sup>th</sup> February 2020:** Year 8 Consultation and Options Evening. Pupils will receive their final options forms.
- **Friday 13<sup>th</sup> March 2020:** Deadline for all options forms to be returned.

If you do have any further questions or queries please contact Mr Newby.

**All subjects and courses are subject to change due to Government policy and/or pupil numbers.**

## GCSE Art Courses

We run two GCSE Art courses: GCSE Art, Craft & Design and GCSE Photography. Pupils will choose the GCSE Art courses option and will be placed in either GCSE Art, Craft & Design or GCSE Photography, depending on relevant grades and skill sets.

### What does the Art course consist of?

Through the medium of drawing, painting, printing and clay this course is designed to develop and encourage pupils' independent thoughts and ideas and promote free thinking. Pupils are driven to research into artists and cultures, and produce personal responses to what they observe.

The course will consist of the following:

- In depth written responses to Art and Culture and communicating your own ideas.
- Observation and creative drawing and painting with a variety of different mediums.
- Some opportunities of photography and Photoshop.
- Printmaking.
- Three dimensional design using clay and other materials.

What skills will pupils need: Good drawing skills; be fearless in getting things wrong; be able to complete written studies on art work showing your thoughts and opinions; and creativity.

### What does the Photography course consist of?

GCSE Photography consists of a variety of elements. Projects are designed to enable learners to gain new skills and techniques within Photography. There are high expectations for pupils to work independently, promote free thinking and to be self-motivated. In addition to learning photography skills, pupils will need a sound level of creativity to explore various ideas.

The course will consist of the following:

- In depth written responses to Art, Photography and Culture and communicating your own ideas.
- Digital Photography.
- Studio based flash photography.
- Chemical printing and processing.
- Use of Photoshop and ICT skills.

What skills will pupils need: Good photography skills; be fearless in getting things wrong; be able to complete written studies on photography work showing your thoughts and opinions; and creativity.

### How will the courses be assessed?

#### Unit 1 - 60%

All coursework consists of classwork, homework and is submitted as a body of work in the Autumn Term of Year 11. This will demonstrate all skills and knowledge from across Years 9-11.

#### ESA – 40%

In December of Year 11 pupils will be set an Externally Set Assignment, usually based around a word or theme. Pupils will have 15 school weeks to spend on preparation studies and a 10 hour exam. All work produced in this time is submitted, the preparatory studies will be worth 30% of the ESA grade.

### Is there any coursework?

All classwork and home learning tasks are coursework. All work is submitted to an examiner at the end of Year 11.

### What will lessons be like?

Lessons will be interactive with plenty of pupil participation. You will be showing your own opinions of professional art work by giving written responses and presenting your work to the rest of the class. You will be exploring several artistic techniques to create personal responses to the themes and art work set in class.

### Is there any equipment needed?

We have all required equipment in school however as homework contributes considerably to your final grade the following equipment would help:

**Art:** A set of acrylic paints; drawing pencils; oil pastels and an A3 Portfolio case.

**Photography:** SD card, glue sticks, memory stick.

### Why should I choose a GCSE Art Course?

If you like: being creative; being independent; having high standards of presentation; learning something new; being resilient and persevering when something is difficult.

### For which careers will a GCSE Art course be useful?

The skills you learn in GCSE Art will lend themselves to any creative industry such as: Fashion, Graphic Design, Advertising, Photography, Architecture, Interior Design, Sculpture, Product Design, Game Design, Animation, Fine Art, Media, Illustration, Textile Design, Set Design, Jewellery Design, Ceramics/Pottery and more.

## GCSE Business Studies

### What does the course consist of?

Pupils will explore the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? They will learn how to develop an idea, spot an opportunity and turn it into a successful business. They will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. Then they will learn about business growth. How does a business develop beyond the start-up phase? They will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. They will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and they will explore how the wider world impacts the business as it grows.

### How will the course be assessed?

There are two separate exam papers.

#### Paper 1: Investigating small business

- Written exam: 90 minutes, 90 marks.
- 50% of the total GCSE.
- There are three sections in the paper.
- Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Sections B and C are based on real life, relevant business contexts and examples.
- Topics include:
  - ✓ Enterprise and entrepreneurship
  - ✓ Spotting a business opportunity
  - ✓ Putting a business idea into practice
  - ✓ Making the business effective
  - ✓ Understanding external influences on business

#### Paper 2: Building a business

- Written exam: 90 minutes, 90 marks.
- 50% of the total GCSE.
- There are three sections in the paper.
- Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Sections B and C are based on real life, relevant business contexts and examples.
- Topics include:
  - ✓ Growing the business
  - ✓ Making marketing decisions
  - ✓ Making operational decisions
  - ✓ Making financial decisions
  - ✓ Making human resource decisions

### What will lessons be like?

Pupils will engage in a wide range of teaching and learning activities including, in discussions, ICT based activities, group work, project work and independent learning. Pupils will regularly practice exam questions to enable them to become familiar with the language and exam techniques.

Pupils will learn about the world of business now in the present. They will learn about small businesses in our local area to large businesses around the world.

### **Is there any equipment that I will need?**

Pupils will need basic stationary including pens, pencil, ruler and a calculator.

### **What skills and abilities will I need?**

Pupils will need:

- An interest in business both locally and worldwide.
- Very good communication skills, including written and verbal.
- The ability to problem solve on your own and as part of a team.
- The ability to organise jobs and prioritise them to meet deadlines.
- The willingness to work hard.

### **Why should I choose GCSE Business Studies?**

Business is front-page news. The way companies operate is under greater scrutiny than ever before, while TV programmes like The Apprentice and Dragon's Den have raised the profile of Business to a new generation. This course brings business up-to-date, enabling you to engage with, explore and understand business behaviour and develop a critical understanding of what business is and does.

During the course you will investigate actual businesses and gain an understanding of business finance. You will use what you learn to understand the businesses you investigate. You will:

- Learn about and understand the world of business.
- Develop skills in the financial aspects of business.
- Carry out research, both within and away from the classroom to see how businesses find the right product/service to sell.
- Learn how to work in a team with other members of the class to see how this could influence a business.
- Learn the skills of leadership required to run your own business.

### **For which careers will GCSE Business Studies be useful?**

All of the skills and theory learnt in this subject will compliment any work or career a pupil chooses to do. This is also the basis for many college courses and A-Level courses as an entry level to the world of Business whether you end up working for a business or starting your own.

## GCSE Citizenship – Edexcel Specification

### What does the course consist of?

The Citizenship Department offers the Edexcel Full GCSE (Edexcel 9-1). Pupils will study 5 Units during the three year course and be assessed via two externally examined papers. The course builds on citizenship lessons from Years 7 and 8, as well as elements of English, Geography and History. If pupils require more information on GCSE Citizenship they should see Mr Smyth in the Humanities office.

### How will the course be assessed?

The syllabus consists of two written examination papers to be sat at the end of the course. Examination 1 is focused on Theme A, B and C and Examination 2 relates to Theme D and E. Each exam is worth 50% of the final grade.

#### **Theme A: Living together in the UK**

- How have communities developed in the UK?
- What is identity?
- What are democratic values and where do they come from?
- How does local democracy work?

#### **Theme B: Democracy at work in the UK**

- Who runs the country?
- How does Parliament work?
- How is power shared between Westminster and the devolved administrations?
- How does government manage public money?

#### **Theme C: Law and justice**

- What is the law for and how does it affect us?
- How does the justice system work?
- Is crime increasing in society?

#### **Theme D: Power and influence**

- What power and influence can citizens have?
- What role and influence should the media have?
- Does the UK have power and influence in the wider world?

#### **Theme E: Taking citizenship action**

Pupils must carry out an in-depth, critical investigation leading to citizenship action. The investigation and action can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally. There are many types of investigation and action that pupils can take that use different methods and citizenship skills. Pupils must work as part of a group for this piece of the course. They are not permitted by the Exam Board to work alone, therefore in picking this option pupils must be able to work well as part of a group.

### What will the lessons be like?

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential. These will include independent learning, discussions, ICT based activities and group work. Pupils will regularly practise past exam questions to enable them to become familiar with the language and exam techniques used by Edexcel.

### Is there any equipment that I will need?

Pupils will need basic stationary including pens, pencils and a ruler.

### What skills and abilities will I need?

Pupils need to have an interest in politics and current affairs both nationally and worldwide and should be watching the News every night. They should be interested in political and legal theory and be able to analyse many different points of view. Pupils must be able to work independently and use their initiative to plan events. Pupils also need a degree of confidence to carry out interviews with people in positions of power and authority.

### For which careers will Citizenship be useful?

Citizenship can open doors to AS Citizenship, A-Level Law and A-Level Government & Politics. Pupils who are interested in these topics could likely progress to careers in Journalism, Law, Politics, Teaching, working for the Police and Human Rights work.



## GCSE Computer Science – OCR Specification

Computer Science has a range of programming tasks and computational theory, that within this new and exciting course will challenge all pupils to be technically minded as well as competent developers and users of ICT.

### **What does the course consist of?**

The GCSE qualification has a structure of two examined units.

OCR's new GCSE Computer Science specification is fully accredited as the specification offers pupils the opportunity to gain an understanding of how computers work and are programmed. Pupils will create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others.

### **How will the course be assessed?**

Assessment is divided into two units:

- Computer systems (50%) 1 hour and 30 minutes examination to assess understanding of 'computer systems'.
- Computational thinking, algorithms and programming (50%) 1 hour and 30 minutes examination to assess understanding of 'computational thinking, algorithms and programming'.

### **What will the lessons be like?**

During a typical Computer Science lesson, pupils will study the inside mechanics of a computer, how they work and how information is processed. Pupils will also learn, use and develop their programming skills preparing them for their controlled assessment. Pupils are encouraged to gather feedback from their peers and make modifications to their work based on this feedback. Lessons are very interactive and also theory based.

### **Is there any equipment that I will need?**

Pupils will be provided with all ICT computers and programming software needed to complete the course. Pupils may also wish to purchase a Computer Science resource book to help with the theory and revision purposes (recommended by ABe and/or HAn). Depending on the programming languages used there will be possible downloads of freeware programming languages (these are free to download and use) for pupils to use at home.

### **For which careers or further education will Computer Science be useful?**

It is clear that Computer Science is used in a wide range of jobs on a daily basis, however, this course is designed for those wishing to move into technical/programming positions in industry and or further education at A-Level in Computing. Jobs will be available for both junior and senior programming analyst and also possibilities for working in network design and infrastructure, game design and web development.

## **WJEC Constructing the Built Environment**

### **What does the course consist of?**

This vocational based course is designed to give pupils an in-depth knowledge of the construction industry, as well as an understanding of how they would be best placed within it. They will also learn how modern day construction and environmental issues are addressed.

### **How will the course be assessed?**

The course is assessed through three compulsory units. Unit 1 forms the introduction of safety and security within the construction industry, pupils will be assessed through an online 1 hour, multiple choice exam. Unit 2 will be a practical based assessment where the pupil will learn and then demonstrate key trade skills such as bricklaying, painting, tiling and carpentry. Unit 3 will be a controlled assessment and will be externally marked. The assessment covers planning, budgeting, health and safety, construction roles and responsibilities, sequence processes and calculations of resources for a construction project.

### **What will lessons be like?**

All lessons will take place in our purpose built Construction Department. Pupils will be given their own work area, where they will display and demonstrate their work. The department is designed and stocked in a manner that will reflect real time building sites. Computer work, presenting and group work are used throughout the course. Key industry speakers will attend lessons and pupils will be given opportunities to as visit construction sites.

### **What skills and abilities will I need?**

There are no prerequisite skills or knowledge required. Patience and accuracy are skills that will be developed throughout this course.

### **Why should I choose Constructing the Built Environment?**

Our workshop offers a fun and interesting way to gain an essential qualification that will help in gaining a college or apprenticeship place. If you enjoy making and building this course is for you. You will learn and discover new skills and leave with essential trade knowledge.

### **For which careers will Constructing the Built Environment be useful?**

The course offers a huge and diverse range of career options, such as:-

- General construction
- Painting and Decorating
- Bricklaying
- Carpentry
- Health & Safety (HSE legislation)
- Site management
- Surveying
- Civil Engineering

## WJEC Designing the Built Environment Level 2 Award

(Please note that due to national changes, the content of this course is subject to change.)

### What does the course consist of?

WJEC Level 1/2 Award in Designing the Built Environment gives pupils an opportunity to learn about the construction industry from the design and planning perspective. Pupils develop the understanding and skills related to a range of career opportunities in the construction design sector such as architects, design engineers, surveyors and planning officers.

The course is divided into three units that provide an overview of roles such as planning officers, design engineers and architect technicians and how these roles work together to produce construction designs that are fit for purpose.

### How will the course be assessed?

Level 2 Designing the Built Environment is graded Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\* and is equivalent to GCSE Levels 9-5. The course will be assessed through the 3 units that are shown below:

WJEC Vocational Award in Designing the Built Environment				
Unit Number	Unit Title	Assessment	Type	Contribution
1	Planning potential of construction projects	External	<b>6 hour</b> Written Exam	25%
2	Drawing construction plans	Internal	Controlled Assessment	50%
3	Building structures and materials	Internal	Controlled Assessment	25%

### What will lessons be like?

Lessons in preparation and completion for the Unit 1 exam and Unit 3 controlled assessment will be theory and written based with no practical. Lessons in preparation and completion of the Unit 2 controlled assessment will involve large amounts of mathematical calculations, technical hand drawing and CAD (computer aided design) to draw construction plans.

Unit	Unit Title	Purpose	What you will learn about
1	Planning potential of construction projects	To develop the skills needed to report on the potential of a proposed construction project.	The planning process. How land and buildings have different levels of protection that can affect any development plans. The important things that need to be considered to get planning permission for a development project. The infrastructure of an area and gain understanding of both the limitations and opportunities that this can have on planned developments.
2	Drawing construction plans	To develop the skills needed to use computer software to present drawings of construction designs.	How to draw building designs. How to develop drafting skills as well as skills to use computer software. How to develop and apply mathematical techniques to ensure that your proposed building is fit for purpose.
3	Building structures and materials	To review options for the structures and materials needed to realise construction projects.	Different types of materials and structures that are used in buildings. The factors that need to be considered to make the right choices. Sustainable materials and processes used in construction and the effect they have on the operation of a building.

### Is there any equipment I will need?

Pupils will be expected to bring a pen, pencil, ruler, rubber, scientific calculator and compass to every lesson.

### What skills and abilities will I need?

The qualification requires good numeracy skills, literacy skills, problem solving, attention to detail, and technical drawing skills. Pupils must also be willing to extend their learning in their own time.

### Why should I choose Level 2 Designing the Built Environment?

If you are a pupil who enjoys working independently to produce written proposals and technical drawings that could shape the built environment for the future, and finding out more about sustainability and the planning process for construction plans, then this is the course for you.

### Where can the qualification take me?

A qualification in this subject can lead to a range of post-16 opportunities including A-Levels, Level 3 qualifications, and apprenticeships such as A levels in Physics, Environmental Studies or 3D design; Diplomas in Sustainable Construction, Built Environment Design, Engineering or visual design; Apprenticeships in Surveying, Civil Engineering or Architecture. You could go on to have a career in Architecture, Interior Design, Construction, Surveying, Planning or Civil Engineering.

## GCSE Drama – AQA Specification

### What does the course consist of?

GCSE Drama is an exciting and diverse course that enables pupils to explore and appreciate many different genres and styles of theatre and performance. The programme of study covers the work of key playwrights and theatre practitioners but also encourages pupils to develop their own creative capabilities. The pupils will get the opportunity to devise performances of their own, as well as create performances from a range of scripts.

Year 9	SKILLS DEVELOPMENT		COMPONENT 2/3 PREP	COMPONENT 3 PRACTICE	COMPONENT 1 PREP/ MOCK	
	<b>Grimm Fairytales</b> <i>skills based - (Strategies, structure &amp; form)</i> Still image Thought tracking Narration Hot-seating	<b>Elements and Mediums</b> Contrast, symbolism, pace status Abstract Drama	Practical exploration of text (DNA)  Homework: Exam practice questions (section A)  Live theatre trip (DNA)	Live theatre review Practice exam (section B)  <i>(Homework: exam questions)</i>	<b>Working &amp; developing from stimulus</b> Structure Intention/themes/genre crosscutting	Devising performance from stimulus
Year 10	SKILLS DEVELOPMENT	COMPONENT 1 EXAM	COMPONENT 1 FINAL EXAM (40%)		COMPONENT 3 KNOWLEDGE	
	<b>Style, Form &amp; structure</b> Brecht - <i>Direct Address &amp; Narration</i> <i>Spoken stage directions</i> Placards Multi-role	<b>Devising component 1 performances</b> Stimulus responses Performance planning Exploration workshops	<b>Devising component 1 performances</b> Character development Performance developing	<b>Devising component 1 performances</b> Performance development  <b>FINAL PERFORMANCE EXAM</b>	Written portfolio	Read the chosen play Understanding Themes Understanding Context Practice questions
Year 11	COMPONENT 2 FINAL EXAM (20%)		COMPONENT 3 FINAL EXAM PREPARATION (40%)			Course completed
	Exploration of text Begin to develop perf.	Develop key extracts for performance.	<b>FINAL EXAM PERFORMANCE</b> <i>Theatre trip</i> Live Theatre Evaluation (Exam section B)	Practical text exploration Practice exam questions (Exam section A)	Exam prep exam questions  <b>FINAL WRITTEN EXAM</b>	

### How you are assessed?

You will be assessed on both your practical and written work. The amount of written work required is quite demanding even though this is a predominantly practical subject.

#### Component 2 – 40% (Internally assessed)

Create and develop a devised piece from a stimulus (free choice for centre).

Performance of this devised piece or design realisation for this performance.

Analyse and evaluate the devising process and performance

#### Component 3 – 20% (Externally assessed)

Pupils will either perform in two key extracts from a performance text, chosen by the centre. This is their final major performance; the pupils are marked solely on their performance skills.

#### Component 1 – 40% (Written exam)

- *Section A – Multiple Choice – knowledge and understanding of theatre and drama (4 marks)*
- *Section B – Study of set play text - Pupils will answer questions on a script that they have explored practically in lessons (4 questions – 44 Marks).*
- *Section B – Live Theatre Analysis and Evaluation. Pupils will answer questions, which analyse and evaluate the live theatre performance they have seen (1 question from a choice – 32 Marks).*

### For which careers will GCSE Drama be useful?

GCSE Drama allows you to explore and develop many skills that would be valuable in any job. You will develop key communication and presentation skills that are transferable skills in the work place. You will have the opportunity to develop your confidence, self-esteem, social skills and your ability to work independently and as part of a team. Drama also enables pupils to develop their cultural appreciation and understanding. You do not just have to want to be a performer to take GCSE Drama. If you are looking for a job that requires any of these skills and you have an interest in theatre and performance, Drama GCSE is a good option for you!

## GCSE English Language

### This is a **Core** subject

#### Course content

Every pupil will study both English Language and English Literature during Key Stage 4. All pupils will sit the same tier, allowing pupils to achieve GCSE grades 9 – 1.

English Language introduces pupils to a range of literary texts from across the English speaking world including: 19<sup>th</sup> century fiction, non-fiction from 20<sup>th</sup> and 21<sup>st</sup> century and literary non-fiction from 20<sup>th</sup> and 21<sup>st</sup> century. Our aims are to enable pupils to read a wide range of texts fluently and with good understanding, read critically and use knowledge gained from wide reading to inform and improve their own writing. Pupils will learn to write effectively and coherently using Standard English appropriately. They will focus their skills in using grammar correctly, and to punctuate and spell accurately. Pupils will acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. Pupils will listen to and understand spoken language, and use spoken Standard English effectively.

#### How will the course be assessed?

##### One exam paper focusing on a fiction text(s)

- A 650 word extract.
- A range of questions on the extract provided.
- A choice of two creative writing tasks assessing audience, purpose, structure, tone, style and register based on an image or stimulus provided. Grammar, spelling, vocabulary and punctuation will also be assessed.

##### One exam paper focusing on a comparison of two unseen texts

- Two non-fiction extract of up to 1000 words.
- A range of questions on both extracts including a response comparing the language of both extracts.
- A choice of two tasks linked to the theme of the comparison texts assessing audience, purpose, structure, tone, style and register based on an image or stimulus provided. Grammar, spelling, vocabulary and punctuation will also be assessed.

#### Spoken Language Endorsement

- Presenting, listening to questions and responding, and the use of Standard English.
- Teacher set and assessed.
- Separate endorsement reported as a separate line on the certificate.

#### Mapping English Language

In Year 9 pupils will study a selection of 19<sup>th</sup> century texts alongside non-fiction and literary non-fiction texts in preparation for GCSE English Language. They will also explore a range writing styles and formats in preparation for Section B of the GCSE English Language Paper One and Two.

## GCSE English Literature

This is a **Core** subject

### Course content

Every pupil will study both English Language and English Literature during Key Stage 4. All pupils will sit the same tier, allowing pupils to achieve GCSE grades 9–1.

English Literature introduces pupils to a range of literary texts from across the English speaking world including: modern play scripts, poetry and Shakespeare. Our aim is to foster a love of reading and to enrich pupils' cultural appreciation.

### How will the course be assessed?

**Two exams focusing on four key areas: Shakespeare, poetry, a modern play and a 19<sup>th</sup> century fiction text. Pupils will be assessed via the following:**

- A 30 line extract and a question on the entire play of *Macbeth/Romeo and Juliet*.
- An essay question based on *An Inspector Calls*.
- Vocabulary, sentence structure, spelling, punctuation and grammar will be assessed.
- A 400 word extract and a question on the entire novel of *Frankenstein/A Christmas Carol*.
- A comparison of two poems from the Poetry Anthology.
- A comparison of two unseen contemporary poems.

### Mapping English Literature

In Year 9 pupils will study *Jekyll and Hyde* and the Conflict Anthology in preparation for English Literature Paper 2. They will also study *Much Ado About Nothing* as preparation for English Literature Paper 1.

In Year 10 or 11 pupils will study *Frankenstein* or *A Christmas Carol*. They will also study the entire play of *Macbeth* or *Romeo and Juliet* in preparation for the English Literature exam. They will also study both unseen and pre-released poetry from the exam board's Poetry Anthology. The remainder of the year will be spent revising all Literature units in preparation for Paper 1 and Paper 2.

## WJEC GCSE Film Studies

### What does the course consist of?

#### 1: External Assessment (70%)

##### Paper 1: US Films 35% (1 hour 30 minutes)

Four compulsory questions focusing on Hollywood productions as well as independent films from:

US Film 1930-60	US Film 1961-90	US Independent Film
Singin' in the rain (1952)	Grease (1978)	Juno (Reitman, 2007)
Invasion of the Body Snatchers (1956)	E.T The Extra-Terrestrial (1982)	The Hurt Locker (Bigelow, 2008)

##### Paper 2: Global Films 35% (1 hour 30 minutes)

Six compulsory questions on English language films produced outside the US, (one of which will be a British film), and at least one non-English language film. Questions will be based on the following film selections:

Contemporary UK Film (after 2010)	Global English Language Film (Produced outside the US)	Global non-English language Film
Attack the Block (Cornish, UK 2011)	Slumdog Millionaire (Boyle, UK, 2008)	Let the Right One In (Alfredson, Sweden, 2008)
Skyfall (Mendes, UK, 2012)	District 9 (Blomkamp, South Africa, 2009)	Spirited Away (Miyazaki, Japan, 2001)

#### Component 3: Controlled Assessment (30%) Exploring and creating

One genre-based film extract (either from a film or from a screenplay).

One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.

#### How will the course be assessed?

The GCSE Film Studies course consists of controlled assessment tasks (30%) and 2 written exams (70%).

#### What will the lessons be like?

Lessons will vary with some focusing on aspects of the film industry, some on criticisms and theories, while others will look at the more technical elements of film production. Pupils will research, plan, create and review the work for each task using exercise books or the Internet and Microsoft Office, or Graphic and Editing Software (where appropriate). Pupils are encouraged to investigate and research independently (outside of the class), and to immerse themselves in different genres of film to give them a deeper appreciation. The set films will be viewed in class at differing stages, and additional clips/sequences will be used to support the pupils' knowledge and understanding.

#### Is there any equipment that I will need?

There is no compulsory equipment as this will be provided by the school. However, it is expected that each pupil comes with the standard school equipment.

#### For which careers will Film Studies be useful?

Film Studies at GCSE (and later at A-Level & Degree Level) is a starting point for pupils who have a growing passion for film to access work both behind and in front of the camera. Many pupils go on to work in writing or directing films, camera work, sound work, or costume & set design.

## OCR Level 1 and 2 Creative iMedia in Information Technology

### What does the course consist of?

The Creative iMedia course provides pupils with a wide range of digital skills, from vision and design to marketing and communication. Skills that are applicable and sought-after across a wide range of sectors, from advertising to engineering, from broadcasting to journalism. This qualification will assess the application of creative media skills, through practical tasks.

Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. This course will challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. The 'hands on' approach that will be taught has strong relevance to the way young people use the technology required in creative media.

The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

### How will the course be assessed?

Assessment is divided into four units.

- R081: Pre-production skills.
  - Written paper OCR set and marked 1 hour 15 mins.
- R082: Creating digital graphics.
  - Woodlands School Assessed tasks OCR-moderated Approx 10 hours.
- Two optional units, picking from:
  - Storytelling with a comic strip.
  - Creating a multipage website.
  - Creating a digital animation.
  - Creating interactive multimedia products.
  - Designing a game concept.
- Each Unit is worth 25% of the course (75% of Controlled Assessment, 25% on External Exam).

### What will the lessons be like?

During a typical ICT lesson, pupils will be taught a variety of software packages, which focus on the creative media business, such as Adobe Photoshop, Adobe Flash, HTML webpages, FrontPage, and so on.

Pupils will learn about the media business, and how ICT is used at the forefront to plan, design and create all elements of creative material. Pupils will also be taught the theory behind the software and how different elements of planning and design are used to help develop the complex media that is used throughout the ICT business today.

### Is there any equipment that I will need?

Pupils will be provided with all ICT computers and software needed to complete the course. Pupils may also wish to purchase a Resources book to help with the theory and revision purposes (recommended by HOD: HAn).

### For which careers or further education will Creative iMedia in ICT be useful?

Below are just a few examples of the many jobs available within the creative and digital sector which needs young people with relevant skills:

- Marketing Executive.
- Journalist.
- Film Director.
- Graphic Designer.
- Games Designer.



## GCSE Mathematics – Pearson Edexcel Specification

This is a **Core** subject

### Course content

Every pupil will study Mathematics during Key Stage 4. Pupils will sit one of two tiers (Higher or Foundation). The Higher paper will assess grades 4-9 and the Foundation paper will assess grades 1-5.

Mathematics GCSE introduces pupils to a variety of topics at varying levels. The content has been organised into broad topic areas:

- Number.
- Algebra.
- Ratio, proportion and rates of change.
- Geometry and measures.
- Probability.
- Statistics.

Our aims are to enable pupils to access a wide range of Mathematics-based problems which develop their understanding of Maths as well as their problem solving skills.

As well as learning the course content, pupils will develop the following transferable skills which will equip them for later life:

- Problem solving.
- Reasoning.
- Attention to detail.
- Resilience.
- Written and verbal communication.
- Self-reflection.
- Analysis.
- Interpretation.

### How will the course be assessed?

Progress is continually monitored through classwork and homework. Formal assessments will take place each term, to determine the level of entry to the GCSE exam.

The course is 100% exam and will comprise three papers, as detailed below:

#### **Exam (1 hour 30 minutes) – Paper 1 (33⅓%) – Non-calculator**

- Written paper consisting of 80 marks.
- Content from any part of the specification may be assessed.
- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper.

#### **Exam (1 hour 30 minutes) – Paper 2 (33⅓%) – Calculator**

- Written paper consisting of 80 marks.
- Content from any part of the specification may be assessed.
- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper.

#### **Exam (1 hour 30 minutes) – Paper 3 (33⅓%) – Calculator**

- Written paper consisting of 80 marks.
- Content from any part of the specification may be assessed.
- A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a pupil progresses through the paper.

Pupils are expected to know the necessary formulae as they are no longer given formulae sheets. These will be signposted by teachers during the course and displayed in the corridor and in classrooms.

### Mapping Mathematics across KS4

Throughout Years 9 to 11 pupils will study a range of Mathematical topics. Topics taught in each year will build on knowledge, skills and understanding from earlier years. Pupils will also practise topics by applying them to real life situations which will help them in their future lives and careers.

## GCSE French – Edexcel Specification

A language is **compulsory** for the **Red** pathway

**All pupils are to keep working on their Year 7 and Year 8 language.**

### **What does the course consist of?**

Edexcel GCSE French uses the vocabulary and grammar learnt in Key Stages 2 and 3 as foundation building blocks for continuing study of the following themes:

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

**All themes and topics must be studied in the context of both the pupils' home country and that of countries and communities where French is spoken.**

### **How will pupils be assessed?**

There are four skills:

- |  |     |
|--|-----|
| • Listening and understanding                              | 25% |
| • Speaking   | 25% |
| • Reading and understanding (incl. translation to English) | 25% |
| • Writing  | 25% |

Assessments take place throughout the course as part of lessons and PPEs, but the final exams take place in the summer of Year 11.

### **What will the lessons be like?**

Lessons are structured to provide a range of each of the four skills and pupils are required to speak in French as much as possible! We structure series of lessons with clear outlines and expectations to support pupils to achieve their best.

### **Is there any equipment that I will need?**

In addition to basic equipment, a bilingual dictionary is helpful to have at home. There will be vocabulary booklets and online resources that the MFL Faculty will provide.

### **What skills and abilities will I need?**

You must have excellent attendance and be hard-working and you must do extra work and revision outside the classroom. You should be a good, active listener and open-minded to appreciate others' lifestyles.

### **Why should I choose French?**

- Many UK colleges and universities require a language at GCSE as a condition of entrance.
- Many UK businesses seek employees who are able to have a conversation with overseas clients in their own language.
- People who speak foreign languages are often able to command higher salaries.
- Research shows that learning a new language helps you to succeed in other subject areas because the skills involved are key skills for all learners.
- A modern foreign language together with your other core subjects shows that you have followed a broad and balanced curriculum and will learn any new subject well.

## GCSE German – Edexcel Specification

A language is **compulsory** for the **Red** pathway

**All pupils are to keep working on their Year 7 and Year 8 language.**

### **What does the course consist of?**

Edexcel GCSE German uses the vocabulary and grammar learnt in Key Stages 2 and 3 as foundation building blocks for continuing study of the following themes:

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

**All themes and topics must be studied in the context of both the pupils' home country and that of countries and communities where German is spoken.**

### **How will pupils be assessed?**

There are four skills:

- |  |     |
|--|-----|
| • Listening and understanding                              | 25% |
| • Speaking   | 25% |
| • Reading and understanding (incl. Translation to English) | 25% |
| • Writing  | 25% |

Assessments take place throughout the course as part of lessons and PPEs, but the final exams take place in the summer of Year 11.

### **What will the lessons be like?**

Lessons are structured to provide a range of each of the four skills and pupils are required to speak in German as much as possible!

We structure series of lessons with clear outlines and expectations to support pupils to achieve their best.

### **Is there any equipment that I will need?**

In addition to basic equipment, a bilingual dictionary is helpful to have at home. There will be vocabulary booklets and online resources that the MFL Faculty will provide.

### **What skills and abilities will I need?**

You must have excellent attendance and be hard-working and you must do extra work and revision outside the classroom. You should be a good, active listener and open-minded to appreciate others' lifestyles.

### **Why should I choose German?**

- Many UK colleges and universities require a language at GCSE as a condition of entrance.
- Many UK businesses seek employees who are able to have a conversation with overseas clients in their own language.
- People who speak foreign languages are often able to command higher salaries.
- Research shows that learning a new language helps you to succeed in other subject areas because the skills involved are key skills for all learners.

## GCSE Spanish – Edexcel Specification

A language is **compulsory** for the **Red** pathway

**All pupils are to keep working on their Year 7 and Year 8 language.**

### **What does the course consist of?**

Edexcel GCSE Spanish uses the vocabulary and grammar learnt in Key Stages 2 and 3 as foundation building blocks for continuing study of the following themes:

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

**All themes and topics must be studied in the context of both the pupils' home country and that of countries and communities where Spanish is spoken.**

### **How will pupils be assessed?**

There are four skills:

- |  |     |
|--|-----|
| • Listening and understanding                              | 25% |
| • Speaking   | 25% |
| • Reading and understanding (incl. translation to English) | 25% |
| • Writing  | 25% |

Assessments take place throughout the course as part of lessons and PPEs, but the final exams take place in the summer of Year 11.

### **What will the lessons be like?**

Lessons are structured to provide a range of each of the four skills and pupils are required to speak in Spanish as much as possible! We structure series of lessons with clear outlines and expectations to support pupils to achieve their best.

### **Is there any equipment that I will need?**

In addition to basic equipment, a bilingual dictionary is helpful to have at home. There will be vocabulary booklets and online resources that the MFL Faculty will provide.

### **What skills and abilities will I need?**

You must have excellent attendance and be hard-working and you must do extra work and revision outside the classroom. You should be a good, active listener and open-minded to appreciate others' lifestyles.

### **Why should I choose Spanish?**

- Many UK colleges and universities require a language at GCSE as a condition of entrance.
- Many UK businesses seek employees who are able to have a conversation with overseas clients in their own language.
- People who speak foreign languages are often able to command higher salaries.
- Research shows that learning a new language helps you to succeed in other subject areas because the skills involved are key skills for all learners.
- A modern foreign language together with your other core subjects shows that you have followed a broad and balanced curriculum and will learn any new subject well.

## GCSE Geography – Edexcel B Specification

### A Humanities is **compulsory** for the **Red** pathway

#### **What does the course consist of?**

The Geography department offers the Geography (9-1) Edexcel B course. Pupils will cover a variety of topics over the three year course. These topics build upon skills studied during Key Stage 3.

#### **How will the course be assessed?**

The syllabus consists of three written examination papers to be sat at the end of the Year 11 course. The three examinations will be based on the three components that make up the course:

##### *Year 9 Study - Component 1 – Global Geographical Issues (37.5% of overall grade)*

- Hazardous Earth.
- Development Issues.
- Challenges of an urbanising world.

##### *Year 10 Study - Component 2 – UK Geographical Issues (37.5% of overall grade)*

- The UK's evolving physical landscape.
- The UK's evolving human landscape.
- Geographical investigations – including one physical fieldwork investigation (a coastal environment) and one human fieldwork investigation (an urban environment) which is compulsory.

##### *Year 11 Study - Component 3 – People and Environment Issues (25% of overall grade)*

- People and the biosphere.
- Forests under threat.
- Consuming energy resources.

#### **What will the lessons be like?**

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential in their Geography GCSE. These will include independent learning, discussions, group work and the compulsory fieldwork element in Component 2. Pupils will regularly practise past exam questions to enable them to become familiar with the language and exam techniques used throughout the Geography (9-1) Edexcel course. Specialist teachers of Geography use innovative and dynamic teaching practice to ensure there is a high level of engagement in all lessons.

#### **Is there any equipment that I will need?**

Pupils will need basic stationery including pens, pencils, a ruler, a calculator and colouring pencils. Pupils must be prepared to participate in fieldwork. The Geography Department supplies the necessary fieldwork equipment for the coastal investigation.

#### **What skills and abilities will I need?**

Pupils need to have an interest in Geography and show a willingness to develop their geographical knowledge, understanding and skills. Pupils are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. As well as having an aptitude in mathematics, a knowledge and understanding of geographical information systems (GIS) is also important.

#### **Why should I choose Geography?**

Geography plays a crucial role in promoting an understanding of the world by studying the physical environment and events that have an impact on people's lives, both locally and in distant places. Geography provides detailed knowledge and understanding of the forces that shape the world in which we live. The subject deals with real and often controversial issues which are constantly in the news. Not only will pupils have an understanding of global and UK geographical issues, but pupils will develop their skills in mathematics, data presentation, data analysis and evaluative skills which are transferable to many further education courses and the work place.

#### **For which careers will Geography be useful?**

Geography opens the door to a variety of prospective careers. These include work in the environment and conservation areas, local government, architecture and planning, leisure and tourism, teaching and many other sectors of industry. Geography is widely regarded as a useful qualification by both employers and institutes of further and higher education.

## VTCT - Vocational Training Charitable Trust Hair & Beauty

### What does the course consist of?

This qualification includes two mandatory units that can be applied to any sector or vocational area. In this qualification, pupils will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media and business) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions.

The units that make up this qualification include:

**Mandatory** - Understanding the hair and beauty sector - pupils will develop an understanding of the structure and importance of the hair and beauty sector. They will also learn about the products used, and services and treatments provided throughout the sector as well as career opportunities.

**Mandatory** - Hair and beauty research project - pupils learn how to plan a hair and beauty research project. Pupils will then produce a research proposal and conduct their research into a particular topic area of the hair and beauty sector.

**Optional** - Hair and beauty science - pupils will develop an understanding of the chemistry of hair and beauty products. They will also learn about the anatomy of the skin and hair and produce a formulation for a hair and beauty product.

**Optional** - Responding to a hair and beauty design brief - pupils will develop an understanding of design briefs throughout the hair and beauty sector. They will then be set a specific design brief to which they have to respond by researching the area, presenting their ideas and justifying their choices.

### How will the course be assessed?

The course will be assessed through 4 units, 2 mandatory units, one of which is a written exam, and 2 optional units.

### What will lessons be like?

Pupils will be taught in an environment that reflects the industry that they may choose to work in. Lessons will combine hands on practical skills that will enable pupils to have a better understanding of the underpinning knowledge to help support the pupils in their controlled assessments.

### What skills and abilities will I need?

No previous knowledge or skills are required, however, it is desirable that pupils have a genuine interest, commitment and enthusiasm for the subject.

### Why should I choose Level 2 Hair & Beauty?

This new and dynamic course will offer pupils a theoretical understanding and knowledge of the Hair and Beauty industry. Pupils should choose this course if they have a strong interest in the Hair and Beauty industry, and have aspirations to study the industry at a post-16 level, undertaking a role related to the subject.

### For which careers will a Level 2 Hair & Beauty be useful?

There are a wide range of careers and opportunities for pupils, some of the possible career paths that could lead on from this course are:

- Complementary and alternative therapies.
- Fashion and photography.
- Retail – cosmetic and fashion.
- Theatre and media.
- Travel and tourism.
- Sport and active leisure.

## GCSE History – Edexcel Specification

A Humanities subject is **compulsory** for the **Red** pathway

### What does the course consist of?

The History Department offers the Edexcel GCSE 9-1 History course. Pupils will study crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900 crime, policing and the inner city: Early Elizabethan England 1558-88: The American West c1835-c1895: Weimar and Nazi Germany, 1918-39.

### How will the course be assessed?

The syllabus consists of three written examination papers to be sat at the end of the course.

Paper 1: Crime and Punishment	(1 hour and 15 minutes)	30% of overall grade.
Paper 2: History Around Us	(1 hour 45 minutes)	40% of overall grade.
Paper 3: World History	(1 hour and 30 minutes)	30% of overall grade.

### What will the lessons be like?

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential. These will include independent learning, discussions, debate and group work. Exam questions and source analysis will be embedded in all lessons to ensure all pupils develop the skills required for history at GCSE level.

### Is there any equipment that I will need?

Pupils will need basic stationary including pens, pencils, highlighters, a ruler, glue stick and colouring pencils.

### What skills and abilities will I need?

Pupils need to be able to answer questions using the PEEL format (Point, Evidence, Explain, Linking). Pupils will need to interpret and make inferences from a range of historical sources such as political cartoons, letters, speeches and posters. Pupils will evaluate sources by thinking about PLACT (Purpose, Limitations, Author, Content and Type). These skills are essential in achieving a good grade at GCSE level. Pupils will often have to read and research independently.

### Why should I choose History?

History enables us to develop an understanding of the people and events of the past and how they have shaped the future. History allows pupils to understand the diversity of human experiences. It allows pupils to develop their writing skills and their ability to analyse and question. History deals with real and often controversial issues which are constantly in the news. Pupils of history develop skills allowing them to study, work and pursue careers in areas such as law, journalism, local government, tourism and archaeology.

***“If you don't know history, then you don't know anything. You are a leaf that doesn't know it is part of a tree.” — [Michael Crichton](#)***

[www.goodreads.com](http://www.goodreads.com)

## **WJEC L2 Award Hospitality and Catering**

### **What does the course consist of?**

This course aims to develop pupils understanding of the Hospitality and Catering industry.

The course covers practical preparation and cooking skills, food safety and hygiene, menu planning and special dietary needs, equipment types and functions, job roles and meeting the needs of the consumer.

### **What will lessons be like?**

Pupils will enjoy a combination of both practical and theory based learning, pupils will not be cooking every food lesson, although there is a strong practical element to the course.

### **Is there any equipment that I will need?**

Pupils will need to provide their own ingredients for their practical lessons.

### **What skills and abilities will I need?**

No prior learning is necessary for the course, however, it is desirable if pupils have:

- Basic food practical skills.
- An awareness of health and safety.
- An interest in food.

### **Why should I choose the Level 2 Hospitality and Catering Award?**

A Level 2 qualification in Hospitality and Catering will open up a wide range of opportunities within the industry both front and back of house, providing you with a strong skill set for post-16 level study as well as providing a fundamental life skill.

Job roles within the Hospitality and Catering industry:

- Restaurant Manager.
- Food and Beverage Manager.
- Chef.
- Waiter/Waitress.
- Sommelier.



## Music Performance and Music Technology

We run two Music courses: Trinity Rock and Pop Music Performance and V-Cert Music Technology. Pupils who choose one of the music course options will be placed in either Trinity Rock and Pop Music Performance or V-Cert Music Technology, depending on relevant grades and skill sets.

### What does the course consist of?

V-Cert music technology is about producing, recording and creating music. You will gain knowledge of the music industry and what is required to build a career at present.

### The main skills you will study are:

- Production, using music based software.
- Recording, using industry standard equipment.
- Creating, contemporary based music compositions.

### You will enjoy this course if you want to study a subject that involves:

Practical elements, fusing together music and ICT. Learning new skills that are required to be successful within the music industry. To work with music technology software to produce original musical content.

### How will the course be assessed?

- Unit 1 – 12.5% Using a Digital Audio Workstation
- Unit 2 – 12.5% Creating Music
- Unit 3 – 12.5% Studio Recording
- Unit 4 – 12.5% Sound Creation
- Practical Assessment – 35%
- Written Assessment – 15%

### Is there any coursework?

A portfolio of evidence will be recorded throughout the course (Unit 1 – 4) 50%. Internally assessed and externally moderated portfolio. Externally set and marked assessments.

### What will the lessons be like?

A combination of Music and ICT to develop a final product created independently with practical features. You will have the opportunity to work in groups in order to plan and prepare for recording sounds/live music.

### What skills and abilities will I need?

You must have a passion in regards to music as well as competent skills in ICT. You do not need to be a “specialist” or “expert” in music performance but have the drive to get involved with practical tasks.

### Why should I choose Music Technology?

You are able to work in a variety of different scenarios, have a creative mind and are enthusiastic when working with music and ICT.

### For which careers will Music Technology be useful?

The subject gives a good grounding for progression onto further Level 3 qualifications, A-Levels and Diplomas. These qualifications and careers involve managing a music business enterprise, radio, other creative and media-related subjects and employment within the music industry (record labels and recording studios).

### What does the course consist of?

The Trinity College course is entirely based on pupils’ musical performance skills, requiring pupils to perform three pieces to an examiner along with an improvisation exam; skills we feel will benefit any young musician. Pupils will be able to choose their instrument based on advice from our teachers and their past results. The instrument choices are Keyboard, Piano, Drums, Vocals and Bass.

### How will the course be assessed?

Assessments	Weighting
Performance One	25%
Performance Two	25%
Technical Performance	30%
Session Skills	20%

### **Is there any coursework?**

There is no written coursework for this option, as it is a practical/performance based course. However, pupils need to reach a high level of performance in order to achieve the best possible results and will be required to practice their pieces in their own time as well as in lessons. Our most successful pupils also take Peripatetic/Private music lessons within the school to help develop their musicianship.

### **What will the lessons be like?**

You will have the opportunity **to listen and perform** a variety of musical styles. Try out new instrument/playing styles, and in order to develop your musicianship. **Play** your chosen instrument or sing in the classroom as a soloist or in a group.

### **What skills and abilities will I need?**

You must be passionate about learning and listening to unfamiliar, as well as familiar music. You will need to be confident to perform in front of both pupils and adults. The external examiner will be unfamiliar to you, so you must be able to overcome nerves. You should be achieving high grades in your KS3 music performance so far, and should be disciplined enough to practice in your own time.

### **Why should I choose Music?**

You are a creative, disciplined person, who likes to share ideas but work mainly individually. You are confident to stand and display your skills on your chosen instrument. You must be able to take feedback, and be determined to perfect your craft.

### **For which careers will Music be useful?**

Music is a good preparation for careers in the **music industry, publishing, entertainment** and **teaching** or any job that involves **communication** and **expressive skills**. The Trinity College London is a worldwide establishment and is the examinations board of the [Trinity Laban Conservatoire of Music and Dance](#) and the [Guildhall School of Music](#). It offers graded and diploma (up to postgraduate level) qualifications. If we feel any pupil surpasses the demands of Grade 6, we intend to place them on Grade 7 or 8 (UCAS states that a Grade 8 instrumental grade is required by most universities in order to further study music and is also the top award for instrumental grading).

A pass at Grade 6 is equivalent to the following GCSE grades:

Graded Music Level	Grade	2019
Grade 6	Pass	7.00
	Merit	8.50
	Distinction	8.50

## OCR Certificate in Sports Studies

### What does the course consist of?

OCR Sports Studies is an exciting and diverse course that enables pupils to develop their skills, and broaden their knowledge in a number of sporting concepts.

The programme of study covers the two compulsory modules; Contemporary Issues in Sport and Developing Sports Skills. It will also cover two of the following four optional modules; Sports Leadership, Sport and the Media, Working in the Sports Industry, and Developing Knowledge and Skills in Outdoor Activities.

### How you are assessed?

You will be assessed on three internally marked assignments and one external exam.

### External Assessment – 25% of final grade

- One hour written paper.
- Contemporary Issues in Sport.

### Internal Assessment – 75% of final grade

- Assessed through coursework.
- Developing Sports Skills (compulsory module).
- Two other modules from the following; Sports Leadership, Sport and the Media, Working in the Sports Industry, and Developing Knowledge and Skills in Outdoor Activities.

### Expectations

- All pupils are to bring their kit for any practical sessions.
- To complete all homework and coursework on time.
- To take a keen interest in sport and regularly participate outside of school.

### For which careers will OCR Sports Studies be useful?

OCR Sports Studies allows you to explore and develop key communication and presentation skills that are transferable skills in the work place. You will have the opportunity to develop your confidence, self-esteem, social skills and your ability to work independently and as part of a team. Specifically it can lead to careers in coaching, media, the fitness industry, and outdoor education.

## GCSE Physical Education – AQA Specification

### What does the course consist of?

GCSE Physical Education is an exciting and diverse course that enables pupils to develop their skills as a performer within many sports. It is a great opportunity for pupils with a passion and enthusiasm for physical education to develop their theoretical knowledge and understanding of sport and exercise.

The programme of study covers numerous practical activities allowing pupils to explore the benefits that both individual and teamwork can bring. Depending on the ability of the group, these could include; football, rugby, basketball, cricket, netball, trampolining, handball, athletics and more.

### How you are assessed?

You will be assessed on both your practical and theory work. The amount of theory work required is quite demanding even though this is a practical subject.

<b>Paper 1: The human body and movement in physical activity and sport.</b>	<b>Paper 2: Socio-cultural influences and well-being in physical activity and sport.</b>	<b>Practical performance in physical activity and sport.</b>
What's assessed <ul style="list-style-type: none"> <li>• Applied anatomy and physiology.</li> <li>• Movement analysis.</li> <li>• Physical training.</li> <li>• Use of data.</li> </ul>	What's assessed <ul style="list-style-type: none"> <li>• Sports psychology.</li> <li>• Socio-cultural influences.</li> <li>• Health, fitness and well-being.</li> <li>• Use of data.</li> </ul>	What's assessed <ul style="list-style-type: none"> <li>• Pupils are assessed as a performer in three different activities (30%).</li> <li>• Written/verbal analysis and evaluation of performance (10%).</li> </ul>
Written exam: <ul style="list-style-type: none"> <li>• 1 hour 15 minutes.</li> <li>• Total: 78 marks.</li> <li>• 30% of GCSE.</li> </ul>	Written exam: <ul style="list-style-type: none"> <li>• 1 hour 15 minutes.</li> <li>• Total: 78 marks.</li> <li>• 30% of GCSE.</li> </ul>	How it's assessed <ul style="list-style-type: none"> <li>• Internal assessment, external moderation.</li> <li>• Total: 100 marks.</li> <li>• 40% of GCSE.</li> </ul>

### Expectations

- All pupils are to bring their kit for all practical sessions.
- To compete for any school team if selected.
- To take a keen interest in sport and regularly participate outside of school.

### For which careers will GCSE Physical Education be useful?

GCSE Physical Education allows you to explore and develop key communication and presentation skills that are transferable skills in the work place. You will have the opportunity to develop your confidence, self-esteem, social skills and your ability to work independently and as part of a team. Specifically GCSE Physical Education can lead to careers in coaching, sports science, nutrition, exercise physiology, physiotherapy, fitness industry, biomechanics, strength and conditioning and teaching.

## GCSE Combined Science – EDEXCEL Specification

This is a **Core** subject

### What does the course consist of?

All pupils will begin their GCSE Combined Science course in Year 9 leading to two GCSEs. Pupils in top set will go on to study GCSE Biology, Chemistry and Physics leading to three GCSEs.

Both pathways are designed to:

- Provide a basis for understanding the world around us.
- Provide work related learning.
- Provide a basis for future scientific studies in KS5.

GCSE Combined Science comprises three separate units: Biology, Chemistry and Physics.  
The content covered will be:

<b>Combined Science</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"> <li>• Key concepts in Biology</li> <li>• Cells and Control</li> <li>• Genetics</li> <li>• Natural selection &amp; genetic modification</li> <li>• Health, disease &amp; medicines</li> <li>• Plant structures &amp; their functions</li> <li>• Animal coordination, control &amp; homeostasis</li> <li>• Exchange &amp; transport in animals</li> <li>• Ecosystems &amp; material cycles</li> </ul>	<ul style="list-style-type: none"> <li>• States of matter</li> <li>• Separating &amp; purifying substances</li> <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Ionic Bonding, Covalent bonding, types of substances.</li> <li>• Acids and alkalis</li> <li>• Calculations involving masses</li> <li>• Electrolytic processes</li> <li>• Obtaining &amp; using metals</li> <li>• Reversible reactions &amp; equilibria</li> <li>• Groups in the Periodic table</li> <li>• Rates of reaction</li> <li>• Heat energy changes in chemical reactions</li> <li>• Fuels</li> <li>• Earth &amp; Atmospheric Science</li> </ul>	<ul style="list-style-type: none"> <li>• Motion</li> <li>• Forces &amp; motion</li> <li>• Conservation of Energy</li> <li>• Waves</li> <li>• Light &amp; Electromagnetic spectrum</li> <li>• Radioactivity</li> <li>• Energy – forces doing work</li> <li>• Forces &amp; their effects</li> <li>• Electricity &amp; circuits</li> <li>• Magnetism &amp; the motor effect</li> <li>• Electromagnetic induction</li> <li>• Particle model</li> <li>• Forces &amp; matter</li> </ul>

### How will the course be assessed?

- This course is 100% assessed through external examinations in the Summer Term of Year 11. Candidates entered for GCSE Combined Science will sit 6 x 1hr 10mins papers.
- Candidates entered for GCSE Single Sciences (GCSE Biology, Chemistry and Physics) will sit 6 x 1hr 45 mins papers.

## GCSE Philosophy, Religion and Ethics

### What does this course consist of?

Have you ever wondered how the universe came to exist? Or why suffering exists in the world? Or perhaps you like debating important issues, such as war, discrimination and relationships. If you're a fan of the big questions in life and finding the answers to them, then our exciting new GCSE course in Philosophy, Religion and Ethics is for you. Throughout this course, you will study some of the most important issues that face our modern society today, learning and giving your own opinion on the views, both religious and non-religious, that people live their lives by. It is an exciting course, which challenges you to think independently and form your own perspective of the world around you. The three key areas we will study are:

- **Philosophical, ethical and religious issues in the modern world (50% of the course) – 2 hour exam**  
*This will include an array of issues, such as: war and pacifism, marriage and divorce, life after death, the existence of God, gender equality, death and the afterlife, crime and punishment and wealth and poverty*
- **Christianity (25% of the course) – 1 hour exam**  
*Including Christian beliefs, teachings and practices*
- **Another world faith (Buddhism) (25% of the course) – 1 hour exam**  
*Including Buddhist beliefs, teachings and practices*

### What will the lessons be like?

Philosophy, Religion and Ethics is a discussion-based subject and as such these lessons will include a lot of debate and sharing views – so be ready to talk. A wide range of educational resources will be used to stimulate discussion, whether that be images, films, songs, speeches, news reports or even religious artifacts! Lessons will also include a lot of technical vocabulary and some extended writing, so it will be important to use the literacy skills developed in English during your Philosophy, Religion and Ethics lessons.

### What equipment will you need?

You won't require any specialist equipment for Philosophy, Religion and Ethics, just the usual items of ruler, pen and pencil. Highlighters, flashcards and colouring pencils may also come in handy at points.

### What skills will you need for this subject?

Most importantly of all, you will need a passion for the issues being discussed and a willingness to share your views. The ability to be self-motivated and work independently will also be key, as well as good literacy skills and the emotional intelligence to listen to other people's views respectfully and sensitively.

### Why should I choose GCSE Philosophy, Religion and Ethics?

GCSE Philosophy, Religion and Ethics is an excellent opportunity to learn more about the issues facing the world around us and begin to form your own worldview as you become a mature and conscientious adult in modern society. There are excellent opportunities to study the subject through either A-Level Religious Studies or A-Level Philosophy, both of which are respected A-Levels for university applications. What's more, GCSE Philosophy, Religion and Ethics will help to improve your written ability and works well alongside English and History. At degree level, you can go on to study Religious Studies or Philosophy, which can lead to impressive employment opportunities – many of our former Prime Ministers studied Philosophy, Politics and Economics at university!

## BTEC Level 2 Tech Award in Health and Social Care

### Who is this qualification for?

The BTEC Level 2 Tech Award in Health and Social Care is for learners who want to gain technical knowledge and skills as part of their Key Stage 4 learning. The Award will focus on developing the skills required to support people in our society at various points in their lives with a wide array of barriers and issues. About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

### What does this course consist of?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. It will focus on four main areas:

- The development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health.
- The process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing.
- The attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practice applying them.
- The knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting.
- People's health and wellbeing.

### How will this course be assessed?

Learners will be required to complete three components in the qualification:

- 1) Human Lifespan Development (internally assessed assignment)**
  - A. *Understand human growth and development across life stages (e.g. early childhood, adolescence, later adulthood etc.) and the factors that affect it.*
  - B. *Investigate how individuals deal with life events (e.g. ill health, imprisonment, parenthood etc.)*
- 2) Health and Social Care Services and Values (internally assessed research project and review of own practice in a simulated or real situation)**
  - A. *Understand the different types of health and social care services and barriers to accessing them.*
  - B. *Demonstrate care values and review own practice (e.g. safeguarding and duty of care, empowering independence in individuals etc.)*
- 3) Health and Wellbeing (externally assessed)**
  - A. *Factors that affect health and well-being*
  - B. *Interpreting health indicators*
  - C. *Person-centered health and wellbeing improvement plans*

### What will lessons be like?

Lessons will be varied in the sorts of activities offered, with a mix of research, discussion, written work and more practical tasks. There will be occasions when pupils will be asked to step out of their comfort zone, but this will help to prepare them for workplace situations in the real world.

### What can this qualification lead to?

- Study of a vocational qualification at Level 3, such as the BTEC National in Health and Social Care, which prepares learner to enter employment or apprenticeships.
- Studying for a degree in aspects of health and social care.
- Employment in the health and social care sector, such as: nursing, care work, early years education, counselling, human growth and development, charity work etc.

## GCSE Psychology

### Why should I study Psychology?

Psychology is the scientific study of the human mind and behaviour. Pupils will study a range of approaches to psychology including biological, cognitive and social approaches. These will be investigated through various topics consisting of memory, development, psychological problems and the brain and neuropsychology. Pupils will need to think synoptically by analysing content from across the topics. They will carry out small-scale research projects using psychological research methods, such as observations and experiments.

### How will the course be assessed?

The syllabus consists of two written examination papers to be sat at the end of the course.

<b>Paper One:</b> <b>Cognition and behaviour</b> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Development</li> <li>• Research methods</li> </ul>	(1 hour and 45 minutes)	50% of overall grade
<b>Paper Two:</b> <b>Social context and behaviour</b> <ul style="list-style-type: none"> <li>• Social influence</li> <li>• Language, thought and communication</li> <li>• Brain and neuropsychology</li> <li>• Psychological problems</li> </ul>	(1 hour and 45 minutes)	50% of overall grade

### What will the lessons be like?

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential. Students undertake independent learning activities which will involve extended writing tasks, regular homework and feedback as well as formal assessments on the different units for tracking and monitoring progress. Pupils will also be regularly tested on an extensive list of key terms and subject language.

### What skills and abilities will I need?

Since Psychology is a science, pupils should expect to study biology and mathematics during the course. A good standard of literacy is important for writing extended question responses. A keen interest in reading and research will also be required. You will need to have a mature approach to study and be highly self-motivated with the willingness to work hard both independently and in small groups and take part in discussions. As there is a requirement to complete essay-style extended writing, strong essay writing skills are important.

### Where will GCSE Psychology lead to post-16?

Psychology is a popular subject at A Level and Degree so choosing to study this subject at GCSE level will create a solid foundation. Psychology will help you to have a better understanding of understand how we make decisions and perceive our world.

### For which careers will Psychology be useful?

Psychology careers span many fields, including criminal justice, education, business, and mental health, to name a few. Popular career choices also include: Psychiatry, forensic psychology, criminology, nursing, scientific research, marketing, politics.



## GCSE Sociology

### Why should I study Sociology?

Society can be defined as a shared interests by individuals in and around the same area. Their interest lies in the function of the area they are in and the country as a whole.

Sociology is the study of Society, the 'social world'. Sociology looks beyond the day to day and asks: What is the real nature of Society? What does it function like and for whose benefit? Sociology asks you to understand and apply key concepts such as power, gender, ethnicity and culture to important and topical issues such as the Mass Media, Education, Family, Crime and Deviance and Religion which shape the world we live in. You learn to question previously held assumptions about the world you live in in a logical and methodical manner.

Pupils will develop their understanding of complex social structures, empirical investigation and constructing balanced arguments, as well strengthening their analytical and research skills, allowing them to understand people as they adapt and change to order and disorder.

### How will the course be assessed?

The syllabus consists of two written examination papers to be sat at the end of the course.

<b>Paper One:</b>  The sociology of the family and education: <ul style="list-style-type: none"> <li>• The sociology of families</li> <li>• The sociology of education</li> </ul>	(1 hour and 45 minutes)	50% of overall grade
<b>Paper Two:</b>  The sociology of crime and deviance and social stratification: <ul style="list-style-type: none"> <li>• The sociology of crime and deviance</li> <li>• The sociology of social stratification</li> </ul>	(1 hour and 45 minutes)	50% of overall grade

### What will the lessons be like?

Pupils will experience a wide range of teaching and learning styles to ensure they achieve their full potential. These will include independent learning, class discussions, debate and group work. As there is an emphasis on discussion and the sharing of opinions, good oracy skills and high level vocabulary are required. Exam questions and analysis will be embedded in all lessons to ensure all pupils develop the skills required for Sociology at GCSE level. As there is a requirement to complete essay-style extended writing, strong essay writing skills are important.

### What skills and abilities will I need?

Pupils will need to have a keen interest in topical issues and the workings of society. Pupils will have to learn an extensive list of key terms and their definitions, as well as regular reading and independent research.

### Where will GCSE Sociology lead to post-16?

Sociology is an increasing popular subject at A Level and Degree so choosing to study this subject at GCSE level will create a solid foundation for further study. Sociology will help you to have a better understanding of mankind and will help you to understand how and why changes in society occur, how our society is currently developing and why there are differences about society.

### For which careers will Sociology be useful?

Studying sociology opens up a wide range of careers in areas such as welfare, education, social research, law, media and local and central government.