

**WOODLANDS**

SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

**YEAR 8**

**GCSE OPTIONS BOOKLET**

**2024**

Aspiration, Resilience, Opportunity, Excellence



## Options 2024: Pupil Guidance

Welcome to the Options process for 2024. This is an exciting time when pupils begin to tailor their learning as they move up through the school, and select the subjects they are passionate about. The Options process is a very important one, and pupils should consider carefully the different options open to them: they will be studying these courses for three years, and what they decide to study may affect the options open to them at post-16 and beyond. The staff at the school will be providing plenty of advice and support as pupils make these decisions, but it is up to pupils to read up on the different subjects available and make an informed decision. Pupils should make sure they read through this booklet carefully, taking time to understand the wide range of exciting and enriching subjects we have on offer. We are looking forward to sharing more with you in tutor times and assemblies in the weeks to follow!

### How are GCSEs assessed and graded?

All assessments are at the end of courses in Year 11. Exams form 100% of the assessment in the majority of subjects.

Coursework and Non-Exam Assessments still contribute towards the final grade in:

- Sports Studies
- BTEC Health and Social Care
- V-Cert Music Technology
- Creative iMedia
- Film Studies
- Drama
- Designing the Built Environment
- Constructing the Built Environment
- Retail Business
- Hair and Beauty
- Art
- Art – lens based

The grading system used for GCSE is 9-1, with 9 being the highest. Some subjects continue to offer tiered exam papers i.e. Foundation or Higher. In these subjects (Maths, Science, Spanish, German and French) if pupils are entered for the Foundation paper, the content will be more accessible but they will be limited to a maximum grade of 5.

### Why do we have Options pathways?

Woodlands School believes that the new pathways make the Options process engaging for all pupils to further their aspirations, build resilience, take opportunities and become excellent learners.

In Year 9, every pupil, based on their learning profile and individual strengths, will follow one of two pathways - Blue or Red. These pathways reflect a broad and extensive range of courses designed to suit pupils' learning needs so that they will have the best chance to succeed by the end of Year 11. The Options form outlines those optional courses that may be chosen to study for the next three years.

In Year 9, on the **Red Pathway**, pupils will study: English Language; English Literature; Mathematics; Science; AROE (our PSHE curriculum); Citizenship, Religion and Ethics; Core PE; a Modern Foreign Language; History and Geography (although pupils will select which of History or Geography they wish to study more of). **They will then select two additional Options and two reserve Options from the list available.**

In Year 9, on the **Blue Pathway**, pupils will study: English Language; English Literature; Mathematics; Science, AROE (our PSHE curriculum); Core PE; Spanish and a Humanities subject (History or Geography). **They will then select two additional Options and two reserve Options from the list available.**

At the end of Year 9, pupils on the **Red Pathway** will decide which of History and Geography they will continue to study until the end of Year 11.

At the end of Year 9, some pupils, on advice from their teachers, will join the **Purple Pathway**. This means they will replace either their Modern Foreign Language or Humanities subject with one of the following:

- Sports Studies
- Triple Science (Foundation)
- Retail Business
- V-Cert Music Technology

### **Will I definitely be able to study the subjects I choose?**

Some subjects will be in the same Options block and so are timetabled at the same time during the week. We aim to offer a wide range of choices in each of the blocks, to allow as many of our pupils as possible to be able to study their preferred choice. When the Option Forms are completed and submitted, we will then consider the demand for each subject. There may be unknown restrictions, however, and no subject is guaranteed to run.

If there is very low demand for a subject then the decision may have to be taken to withdraw that subject from the Options and at this point we will discuss this with any pupil affected. If the demand is too high, we may need to discuss with some pupils their reserve choices. It is for this reason we ask that pupils make reserve choices also. Every effort is made to meet pupils' preferred choice combination.

### **What guidance will pupils receive?**

This booklet provides information about all the different subjects available at Key Stage 4 and includes core and optional subjects. An online Options Form will be sent to all pupils via their parent/carer. Pupils should read through this booklet as the first step towards making a decision about the subjects they wish to study.

In assemblies and Tutor Time, pupils will focus on Options and receive details about the process and key dates. Presentations will be provided to pupils during Tutor Time, to introduce subjects that may be new to them, which they have not studied during Key Stage 3, as well as to explain what subjects they currently study are like at Key Stage 4.

Furthermore, there will be a programme of Taster Sessions for Options subjects during lessons and at Lunch-time. We recommend pupils attend the sessions of any of the subjects they are interested in, so they can get an idea of what the subject is like and whether or not it is a course they would like to pursue.

Form tutors, subject staff, the Head of Year and the Aspirations Faculty (SEND) team will also be ready to offer guidance. If your child has some questions about a subject, they are more than welcome to speak with the relevant teacher, who will be happy to provide them with more information.

### **How do I submit my Options choices?**

Parents/carers will be sent a link to the online Options Form, which they should complete with their child by the deadline of 15<sup>th</sup> February. Pupils will be sent a different link depending on whether they are on the Red

or Blue Pathway. These links will be sent out to parents/carers, along with a digital version of this Options Booklet.

**It is very important that pupils engage with the Options Assemblies, read through this Options Booklet and attend plenty of Options Taster Sessions before they make a final decision and submit their online Options Form. This is why the school doesn't send out the Options Form until all Options Assemblies have been delivered – so pupils are fully aware of everything that is on offer! Pupils will be studying these subjects for three years and will carry these qualifications with them for the rest of their lives – so it is important that they make the right decision!**

### **Options Assessments**

If pupils opt for a subject which has been identified as particularly challenging, they may be required to sit a short Options Assessment later in the term. This is nothing to worry about; it is simply a short assessment to see whether a pupil will be able to meet the demands of the course. Teachers will discuss any concerns they have with pupils well in advance of final decisions being made, and will be able to offer advice to pupils who may wish to consider a similar, alternative course. Subjects that require Options Assessments to be sat have been indicated as such in the information below.

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

**It is important that pupils make their 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.
- Choose subjects you think you could do well in.

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

Pupils 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 choices.

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 study a subject at A-Level, it would be beneficial to have studied it at GCSE.

### **What happens next?**

**Monday 15th January - Friday 26<sup>th</sup> January:** Options Assemblies

**Friday 26<sup>th</sup> January:** Options Forms sent to parents/carers via e-mail

**Monday 15th January - Tuesday 13<sup>th</sup> February:** Options Taster Sessions (lunchtimes)

**Thursday 18<sup>th</sup> January:** Year 8 Parent/Carer Consultation Evening (it may be a good idea to ensure you speak with teachers delivering the Options subjects your child is interested in)

**Thursday 15th February:** deadline for final Options to be submitted (via Microsoft Forms)

**Monday 26<sup>th</sup> February - Thursday 7<sup>th</sup> March:** Options Assessments (for specific subjects)

**Thursday 28<sup>th</sup> March:** Options choices confirmed to pupils and parents/carers

If you do have any further questions or queries, please contact Mr. Roberts, Deputy Head Teacher – Quality of Education – in the first instance. The best way to do this is by email: [ero@woodlandsschool.essex.sch.uk](mailto:ero@woodlandsschool.essex.sch.uk)

**Please note:**

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

## **Core subjects leading to qualifications all pupils will study**

### **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 from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. The course will cover both fiction and nonfiction texts. 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**

- A 20<sup>th</sup> or 21<sup>st</sup> century fiction 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 from the 19<sup>th</sup> century and the 20<sup>th</sup> or 21<sup>st</sup> century
- A range of questions on both extracts including a response comparing the language of both extracts
- A transactional writing task 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 both fiction and nonfiction 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, a 19<sup>th</sup> century novel, 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*
- 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 *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* 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 and 11 pupils will study *A Christmas Carol* and *An Inspector Calls*. They will also study the entire play of *Macbeth* 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.

## 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 3 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 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:

Combined Science		
Biology	Chemistry	Physics
<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.

# **EBacc subjects all pupils will study in Year 9 and most will study until the end of Year 11**

## **GCSE French – Edexcel Specification**

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

**All pupils are to continue with their Year 8 language.**

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

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

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

**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:

Speaking	25%
Listening and understanding	25%
Reading and understanding (including translation)	25%
Writing	25%

Assessments take place throughout the course as part of lessons & PPEs, but the final exams are 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 continue with their Year 8 language.**

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

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

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

**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:

Speaking	25%
Listening and understanding	25%
Reading and understanding (including translation)	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 continue with their Year 8 language.**  
Pupils on the Blue pathway study Spanish until the end of Year 9.

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

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

- My personal world
- Lifestyle and wellbeing
- My neighborhood
- Media and technology
- Studying and my future
- Travel and tourism

**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:

Speaking	25%
Listening and understanding	25%
Reading and understanding (including translation)	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 History – Edexcel Specification

A Humanities subject (History or Geography) is **compulsory** for the **Red** pathway until the end of Year 11. Pupils will decide whether to focus on History or Geography in Year 9, with a 3/1 hour split for their preferred choice. Pupils will then decide whether to continue with History or Geography from Year 10 onwards.

### 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 and Weimar and Nazi Germany, 1918-39. Pupils will be taught a range of historical skills including the following:

- to structure an historical enquiry
- to analyse the extent of change and continuity over time
- to evaluate the significance of historical events and individuals
- to analyse the cause and consequences of historical events
- to evaluate sources and interpretations.

### 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: THEMATIC STUDY AND HISTORIC ENVIRONMENT- Crime and Punishment in Britain, c1000- present and Whitechapel, c1870-c1900: crime, policing and the inner city.  
(1 hour and 15 minutes)                      30% of overall grade.

Paper 2: PERIOD STUDY AND BRITISH DEPTH STUDY- Early Elizabethan England, 1558-88 and The American West, c1835-c1895.  
(1 hour 45 minutes)                      40% of overall grade.

PAPER 3: MODERN DEPTH STUDY- Weimar and Nazi Germany 1918-39.  
(1 hour and 20 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/interpretation 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 stationery including pens, pencils, highlighters, a ruler, glue stick and colouring pencils.

### What skills and abilities will I need?

Pupils should therefore consider taking GCSE History if they:

- Are interested in learning about how the world has changed over the last thousand years
- Enjoy reading
- Enjoy writing essays and extended pieces of writing
- Enjoy debating
- Are prepared to spend time reading and absorbing the content independently so lessons can be concentrated on building historical skills.

### 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 deals with real and often controversial issues which are constantly in the news, and it helps young people make sense of a complex and dynamically changing world. It also challenges students to investigate historical questions and issues by reflecting upon the progress made throughout time. The subject encourages pupils to develop their writing skills and their ability to analyse and question enabling pupils to work and pursue careers in areas such as law, journalism, teaching, local government, tourism and archaeology.

## GCSE Geography – Edexcel B Specification

A Humanities subject (History or Geography) is **compulsory** for the **Red** pathway until the end of Year 11. Pupils will decide whether to focus on History or Geography in Year 9, with a 3 hour/1 hour split for their preferred choice. Pupils will then decide whether to continue with History or Geography from Year 10 onwards.

### **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 dynamics
- 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 a compulsory element.

*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 practice 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 both investigations.

### **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.

### **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 also 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, data and business analysts, local government, architecture and planning, leisure and tourism, teaching and many other sectors of industry. Geography is widely regarded and as such is viewed as a useful qualification by both employers and institutes of higher education.

## **Options subjects: pupils select two choices and two reserves**

### **GCSE Art Course**

We run the Art, Craft & Design GCSE. This is an exciting opportunity to cover **ALL** aspects of Art. We offer this GCSE as two different option routes: Art, Craft and Design and Art, Craft and Design lens based. Pupils on both Options will study similar topics, exploring all aspects of Art and towards the end of Year 9 their teacher will suggest which route to continue with for Year 10/11, dependent on drawing/painting ability (*it is strongly advised that any pupils achieving 'Greater Depth' in their Art lessons should opt for Art, Craft & Design as this route is available for pupils who are solely interested in studying Art and do not want to consider the possibility of studying Art, Craft and Design lens based in Years 10 and 11.*)

#### **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.
- Printmaking.
- 3 dimensional design using clay and other materials.
- Digital Photography and Studio based photography.

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.

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

##### **Unit 1 - 60%**

All coursework consists of classwork and 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 approx. 15 school weeks to spend on preparation studies and a 10 hour exam (to complete final outcomes/artworks). All work produced in this time is submitted, the preparatory studies will be worth 30% of the ESA grade, the 10 hour exam worth 10%.

#### **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:

A set of watercolour or acrylic paints; drawing pencils; oil pastels, SD card, glue sticks, memory stick and an A3 Portfolio case (to keep sketchbooks protected).

#### **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

There is an Options Assessment for this subject

*Please note: you cannot select both Business Studies and Retail Business as your two options*

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

Students 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: 105 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: 105 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?**

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

Students 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?**

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

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

Students 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.

## Level 2 Retail Business

Please note: you cannot select both Business Studies and Retail Business as your two Options

### What does the course consist of?

Retail Business will introduce pupils to one of the most important employment sectors in the UK. They will explore various aspects of retail business. From marketing and merchandising to good customer service you will learn and discover how it all works. Pupils will investigate a range of different retailers from large chains to department stores through to independent and virtual stores.

### How will the course be assessed?

Pupils will be assessed through a mixture of exams and controlled assessment.

#### Unit 1: The business of retail

- Written exam: 90 minutes, 80 marks
- 40% of the total GCSE
- Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Topics include:
  - ✓ Types of retail business activity and ownership
  - ✓ The different scales of retail businesses and their aims
  - ✓ Functional areas of retail businesses
  - ✓ The supply chain of retail business
  - ✓ The competitive environment and its location
  - ✓ External factors and seasonality
  - ✓ Using retail data in a variety of different formats including calculating data

#### Unit 2: Customer service for retail business

- Controlled assessment: 6 hours, 60 marks
- 30% of the total GCSE
- An assignment brief will be provided by the exam board that will include a scenario and several tasks for pupils to complete.
- Topics include:
  - ✓ Introduction to customer service
  - ✓ Types of retail customers and meeting customer expectations
  - ✓ Investigate customer experiences in retail businesses

#### Unit 3: Merchandising and marketing retail products

- Controlled assessment: 8 hours, 60 marks
- 30% of the total GCSE
- An assignment brief will be provided by the exam board that will include a scenario and several tasks for pupils to complete.
- Topics include:
  - ✓ Several topics from unit 1 and unit 2
  - ✓ Visual merchandising for retail business
  - ✓ Marketing retail businesses and products

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

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

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

Students will need basic stationery including pens, a pencil, ruler and a calculator.

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

Students 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 Retail Business?**

The retail sector is a massive contributor to our economy, and it is responsible for providing employment for large numbers of people. Therefore, it demands a diverse range of skills from the people it employs. There are various career opportunities and growth within the sector. With the rapid growth rate of technological advancement, consumers are demanding more digital experiences and more channel options so studying retail business will introduce pupils to the important foundational knowledge on the working of the sector.

Pupils will develop a range of skills including:

- Communication
- Critical thinking
- Learning independently
- Research
- Taking on responsibility
- Time management

### **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. Specific retail careers which pupils could consider are customer service representative, logistics, marketing assistant, retail buyer, and visual merchandiser.

## **GCSE Citizenship – Edexcel Specification**

There is an Options Assessment for this subject

### **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 2 externally examined papers. The course builds on AROE lessons from Years 7 and 8, as well as elements of English, Geography and History. GCSE Citizenship is essentially the study of power and how societies can interact with those in positions of authority. If pupils require more information on GCSE Citizenship they should see Mrs Pinsent 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. Pupils will be able to decide on an issue that has arisen from their study and decide to campaign for change.

### **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, group work and debates. 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 stationery 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. They should be interested in society and power and be keen to investigate many different points of view. Pupils must be able to work independently and use their initiative to plan events.

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

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

## GCSE OCR Computer Science

There is an Options Assessment for this subject

*Please note: you cannot select both Computer Science and Creative iMedia as your two Options*

### What does the course consist of?

Computer Science is a demanding and challenging course. It covers a wide range of computer science concepts that will prepare any students for a future in the industry.

Computer science will provide students with a range of skills and knowledge. Theoretical knowledge of how computers work, how networks function to how data is processed and stored. There is also an emphasis on practical skills most importantly the fundamentals of programming which for many is the key draw to the subject.

### How will the course be assessed?

The course will be assessed through 2 exam papers both of which are written.

Paper 1 – Computer Systems including:

- Systems architecture
- Memory and storage
- Computer networks and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Paper 2 – Computational thinking, algorithms and programming

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and integrated development environments

### What will the lessons be like?

Computer Science lessons will be a mixture of practical programming, design and problem solving. Students will be shown a wide range of programming concepts and then encouraged to use them in a series of increasingly challenging contexts in order to solve problems. Pupils will learn about the business of computer science, and its importance in society. They will examine the impact that the IT sector has had on society and the environment.

### What skills and abilities will I need?

- Pupils will benefit from a strong mathematical skills
- A keen interest in programming and computer systems.
- Enjoyment of reading and learning programming languages.
- Independence and self study skills
- Patience and a 'can do' problem solving mentality

### 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.

### For which careers or further education will Computer Science 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:

- Digital media designers
- Robotics and programming
- Game design and development
- Online marketing
- Creating digital content
- Cyber security
- App development
- Software design and development

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

*Please note: you cannot select both Computer Science and Creative iMedia as your two Options*

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

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

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 and link to the National Curriculum. The 'hands on' approach that will be taught has strong relevance to the way young people use the technology in different sectors within our digital industry.

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.

- R093 – Creative I media in the media industry
  - Written paper OCR set and marked 1 hour 15 mins – externally assessed
- R094: Visual identity and digital graphics
  - Woodlands School Assessed assignment - OCR-moderated
- Optional units:
  - Characters and comics
  - Animation and audio
  - Interactive digital media
  - Visual Imaging
  - Digital games

All units expect pupils to plan, develop, create and review pupils

Written exam is 40% - Visual identify and digital graphics 25% and optional unit 35%

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

During a typical ICT lesson, students 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. Students 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:

- Digital media designers
- Marketing Executive
- Product designers
- Journalist
- Film Director
- Graphic Designer
- Games Designer

## Construction (Constructing the Built Environment)

### WJEC Level 1/2 Vocational Award in Construction and the Built Environment (VBEC)

*Please note: you cannot select both Construction and Architecture as your two Options*

#### **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 / sustainability issues are addressed.

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

This is a unitised qualification and VBEC (Construction) students will study two units.

In Unit 1, students will be introduced to the 'built environment' and provided with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts. Students will explore, for example, a range of profession and trade roles (such as Project Management, Surveying, Carpentry and Tiling), as well as some of the different structures and buildings found within the built environment. Unit 1 is assessed using a 90 minute on-screen examination which is worth 40% of the overall qualification. This covers topics such as the built environment life cycle, types of building and structure, sustainable construction methods, trades and careers plus health and safety.

In Unit 3, students will develop the skills, knowledge and understanding of three construction trade areas of the built environment and undertake practical tasks such as planning, realising and evaluating. Unit 3 is assessed using a 30-hour controlled assessment project which is worth 60% of the overall qualification. Students will complete a 'construction project' which focusses on the preparation and completion of three realistic trade-based tasks, chosen from areas such as wood, brick, plaster, decoration, tiles, electrical, plumbing and heritage.

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

All lessons take place in our purpose-built Construction Suite. Pupils will use this space for their theory lessons plus to demonstrate and display their practical work. The Suite is designed and stocked in a manner that will reflect real time building site. Computer work, presenting and group work are used throughout the course. We aim to invite local contractors from a range of industries into lessons and pupils will be given opportunities to visit local construction sites to see what they have been learning about in class.

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

There are no prerequisite skills or knowledge required, however reliability, patience and accuracy are skills that will be needed and developed throughout the course.

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

Our workshop offers a fun and interesting way to gain an essential real-world qualification that will help in gaining a college or apprenticeship place with the aim of a role within the construction industry.

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

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

- Builder / Contractor
- Civil / Structural Engineer
- Bricklayer / Carpenter
- Site / Contracts / Project Manager
- Quantity / Land Surveyor
- Electrician / Tiler / Landscaper
- Architect / Designer
- Tradesperson / Labourer
- Painter / Decorator

# Architecture (Designing the Built Environment)

## WJEC Level 1/2 Vocational Award in Construction and the Built Environment (VBEC)

*Please note: you cannot select both Construction and Architecture as your two Options*

### What does the course consist of?

The Vocational Award in Construction and the Built Environment (Technical Award) has been designed to support pupils who want to learn about the construction sector and the potential it can offer them for their careers or further study within the Designing of the Built Environment. They will also learn how environmental and sustainability issues are addressed within construction and building design.

### How will the course be assessed?

This is a unitised qualification and VBEC (Design) students will study two units.

Unit 1 introduces learners to the built environment and provides them with the opportunity to develop skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment. Learners will explore a range of profession and trade roles, and some of the different structures and buildings of the built environment. Unit 1 is assessed using a 90 minute on-screen examination which is worth 40% of the overall qualification. This covers topics such as the built environment life cycle, types of building and structure, sustainable construction methods, trades and careers plus health and safety.

Unit 2 offers learners the opportunity to develop skills, knowledge and understanding of the design of the built environment, including exploring what is needed to interpret and produce drafts, drawings, and models of design plans. Unit 2 is assessed using a 30-hour controlled assessment project which is worth 60% of the overall qualification. Construction design is about creating a solution to a client brief. This unit requires learners to interact with a realistic client brief and to demonstrate their design and drawing skills in the production of appropriate information.

### What will lessons be like?

There are no practical lessons, lessons will be theory based throughout Unit 1, which introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed. In Unit 2, learners will have the opportunity to develop their technical drawings skills and realise their designs on CAD (Computer Aided Drawing) by generating 2D and 3D CAD models. Through this, pupils will gain knowledge and understanding of the design of the built environment, encompassing what information is required in order to produce a drawing, and the different types of media used in both approval and planning of the built environment. Learners will need to make use of their knowledge and understanding gained from Unit 1 throughout Unit 2.

### What skills and abilities will I need?

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, problem solving and enterprise, CAD, patience and accuracy in drawing and presentation skills and motivation to work independently.

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



The course offers an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

**For which careers will Designing the Built Environment be useful?**

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

- Architect / Designer
- Architectural technologist
- Civil / Structural Engineer
- Interior Designer
- Quantity surveyor
- Town / Urban Planning
- Landscape architect
- Building services engineer
- Project management

## GCSE Drama – AQA Specification

### What does the course consist of?

GCSE Drama is an exciting and diverse course that enables students 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 students to develop their own creative capabilities, teamwork skills, research methods and more. The students will get the opportunity to work in groups to devise performances of their own that they will perform. Alongside this, they will create performances from a range of scripts, performing as characters written by well-known playwrights.

### How are you 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 1 – 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 through a written piece of coursework

### Component 2 – 20% (Externally assessed)

- Students will perform two key extracts from a performance text, chosen by the centre. This is their final major performance; the students are marked solely on their performance skills.

### Component 3 – 40% (Written exam)

Students will practically study the set text of *Blood Brothers*, as a class, to develop their understanding of the plot, characters, themes and context. They will also attend a performance of *Woman in Black* at the theatre, and analyse the use of lighting, sound, costume, set, and the acting skills used. They will then apply this knowledge in the following written exam:

- *Section A – Multiple Choice – knowledge and understanding of theatre and drama (4 marks)*
- *Section B – Study of set play text - Students will answer questions on a script that they have explored practically in lessons (4 questions – 44 Marks).*
- *Section B – Live Theatre Analysis and Evaluation. Students will answer questions, which analyse and evaluate the live theatre performance they have seen (1 question from a choice of 3– 32 Marks).*

### What will lessons be like?

Students will explore a variety of disciplines within the lessons, depending on the unit of study that is being focused on. From workshoping plays and working as a class, to performing devised group pieces or working independently on a written exam response. Students who take this subject will need to be willing to partake in all elements.

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

Drama GCSE will set up any individual looking to explore the world performing, from actors to stage managers or designers, the course is valuable for those with that ambition. However, GCSE Drama also 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 workplace. 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 students to develop their cultural appreciation and understanding of other social or political elements of our world. 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!

## Eduqas GCSE Film Studies

### What does the course consist of?

Film studies consists of exploring a range of films from U.S. productions, UK based films and films not of the English language. Students will analyse the work of different directors and fully explore the context of how the films link to social, political and historical events. Students will develop a strong understanding of key terminology including cinematography, mise-en-scene and sound. Students will also be given the opportunity to write their own film as well based on a chosen genre.

#### 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)	
<b>Invasion of the Body Snatchers (1956)</b>	<b>E.T The Extra-Terrestrial (1982)</b>	<b>The Hurt Locker (Bigelow, 2008)</b>

The films in bold will be fully explored for the students final exams.

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

Three compulsory questions on English language films produced outside the US, (one of which will be a Contemporary 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
Skyfall (Mendes, UK, 2012)	Slumdog Millionaire (Boyle, UK, 2008)	
<b>Attack the Block (Cornish, UK 2011)</b>	<b>District 9 (Blomkamp, South Africa, 2009)</b>	<b>Tsotsi (Hood, South Africa, 2005)</b>

The films in bold will be fully explored for the students' final exams.

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

Students will create one genre-based film extract in the form of a screenplay or, if the students have the skills, can be filmed.

Pupils will also complete an evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays. A 60 second shooting script to go alongside the screenplay is the final component to the coursework.

#### 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 and computers for research and the completion of coursework. 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 pupil's 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.

We find that anyone who is creative has a good chance of success within the Film Studies path as screenwriting will need the students to use strong creative thinking and writing skills.

## City & Guilds 3038-24 Level 2 Technical Award in Hair and Beauty Studies

This course allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image.

You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

This course includes practical and theory assessments which will be carried out in Year 11.

### What does the course consist of?

This qualification consists of three mandatory units;

- Exploring the world of hair and beauty
- Science of hair and beauty
- Design in the hair and beauty sector.

Throughout the delivery of the qualification learners will develop the following skills and knowledge:

- A broad and comprehensive understanding of the hair and beauty sector
- A significant knowledge core which spans the vocational sector and related industries
- Academic study skills that will support progression within the hair and beauty sector
- Practical skills covering hair, make up and nail techniques

Learners will gain an understanding of the chemistry of hair, beauty and nail products, as well as the anatomy and physiology of the integumentary system. They will explore design skills and techniques that can be used within the hair and beauty sector, giving opportunity to develop skills in planning, carrying out research and presenting a design brief ideas. Learners will also explore the business aspect of the industry and related industries and understand the career opportunities available. Learners will explore the principles of marketing and how entrepreneurship supports the hair and beauty sector, including how to select and design appropriate promotional activities and materials.

### How will the course be assessed?

The qualification will be assessed by an externally set, internally marked synoptic assessment (coursework) and externally set and marked assessment via examination (written Exam)

Learners will complete the assessments during Year 11 and must achieve both components to successfully complete the qualification.

Synoptic assessment will contribute 60% of the overall qualification grade and include all 3 units, **including practical assessment of skills**

The written exam will make up the final 40% , this will consist of an 60mark exam over 2hour- with a range of long and short answer questioning. This will assess learners on their knowledge in the 3 course 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, along side in depth theory and understanding of the sector. Both element are essential to successfully completing the course .

### **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. An understanding and interest in Science and Business will compliment this qualification with a significant amount of transferable skills and knowledge.

### **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
- Business
- Art and design
- Theatre and media studies
- Travel and tourism
- Sport and active leisure

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

### Who is this qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

### What does this course consist of?

The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centered approach
- recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

This Tech Award complements the learning in GCSE programmes such as GCSE English due the written aspect of coursework. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge in a vocational context.

### How will this course be assessed?

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

#### **1) Human Lifespan Development (internally assessed, externally moderated)**

1. *Understand human growth and development across life stages (e.g. early childhood, adolescence, later adulthood etc.) and the factors that affect it.*
2. *Investigate how individuals deal with life events (e.g. ill health, imprisonment, parenthood etc.)*

#### **2) Health and Social Care Services and Values (internally assessed, externally moderated)**

1. *Understand the different types of health and social care services and barriers to accessing them.*
2. *Understand the skills, attributes and values required to give care.*

#### **3) Health and Wellbeing (externally assessed)**

*Assessment objectives:*

**AO1** *Knowledge of health and wellbeing*

**AO2** *Understanding of health and wellbeing*

**AO3** *Apply knowledge and understanding of health and wellbeing*

**AO4** *Analyse and evaluate knowledge and understanding of health and wellbeing*

### 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?**

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the health or social care sector.



## WJEC Level 1 and 2 Award in 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.

Summary of Assessment	
Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification	80 marks
Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification	120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.	

### What will lessons be like?

Pupils will enjoy a combination of both practical and theory based learning, pupils will cook once a week.

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

Pupils will need to provide their own ingredients for their practical lessons. Support is available please email to discuss options available.

### What skills and abilities will I need?

- Good food practical skills
- An awareness of health and safety
- An interest in food
- Good time management

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

A Level 1 and 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. We will explore job roles in the industry that exist both with in the UK and across the world and encourage students to broaden their horizons.

### Examples of job roles within the Hospitality and Catering industry:

- Restaurant Manager
- Food and Beverage Manager
- Chef
- Barista
- Waiter
- Environmental health officer
- Hotel manager
- Food and beverage critic

## 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?

- Non-Exam Assessment – 60%
  - Unit 1 – Using a Digital Audio Workstation
  - Unit 2 – Creating Music
  - Unit 3 – Studio Recording
  - Unit 4 – Sound Creation
  - Unit 5 – Music business
  - Practical Assessment
- Written Assessment – 40%

### Is there any coursework?

A portfolio of evidence will be recorded throughout the course (Unit 1 – 5) 60%  
Internally assessed and externally moderated Practical assessment.  
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 grade:

Graded Music Level	Grade	Equivalent Points
Grade 6	Pass	7.00
	Merit	8.50
	Distinction	8.50

## **GCSE Philosophy, Religion and Ethics (Eduqas specification)**

There is an Options Assessment for this subject

### **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: terrorism, marriage and divorce, life after death, the existence of God, gender equality, the death penalty, crime and punishment and wealth and poverty*
- **Christianity (25% of the course) – 1 hour exam**  
*Including Christian beliefs, teachings and practices*
- **Another world faith (Islam) (25% of the course) – 1 hour exam**  
*Including Islamist 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!

## GCSE Physical Education – AQA Specification

The Head of PE will make the final decision on which course pupils' will study.

*Please note: you cannot select both GCSE PE and Level 2 Sports Studies as your two options*

### 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: 1 hour 15 minutes Total: 78 marks 30% of GCSE	Written exam: 1 hour 15 minutes Total: 78 marks 30% of GCSE	How it's assessed Internal assessment, external moderation Total: 100 marks 40% of GCSE

### 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.

## OCR Level 2 Certificate in Sports Studies

Please note: you cannot select both GCSE PE and Level 2 Sports Studies as your two options

### 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 two compulsory modules. These are Contemporary Issues in Sport and Performance/Leadership in Sports Activities. Pupils will also cover a further module in Sport and the Media.

### How you are assessed?

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

### External Assessment – 40% of final grade

- One hour 15 minute written paper
- Contemporary Issues in Sport

### Internal Assessment – 60% of final grade

Assessed through coursework:

- Performance/Leadership in Sports Activities
- Sport and the Media

### Expectations

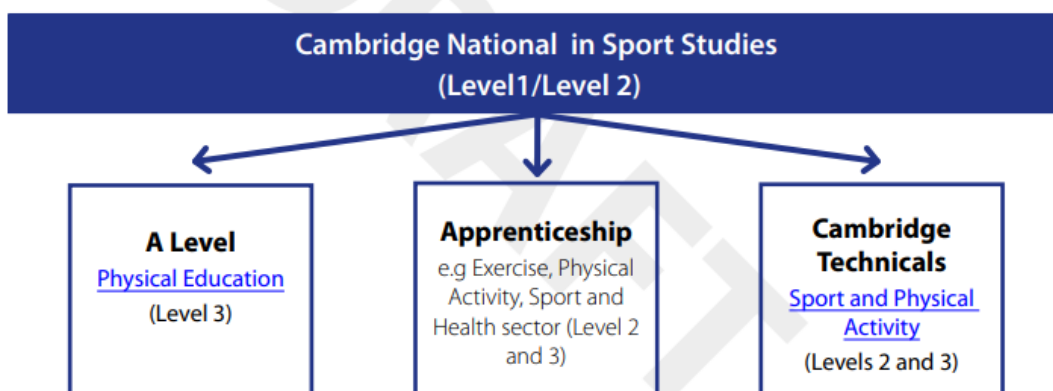
- All pupils are to bring their kit for any practical sessions.
- To complete all homework and coursework on time.
- To take a keen interest in sport and regularly participate for school and outside of school.

### 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. These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector.

This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport and Physical Activity, AS or A-Levels, such as Physical Education, Psychology, Sociology, Sport or Media or an apprenticeship in Community activator coach, Leisure team members, Personal trainer or Outdoor activity instructor.

The diagram below shows the possible progression routes for your further study:



## GCSE Psychology

There is an Options Assessment for this subject.

### **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.

<p><b>Paper One:</b></p> <p><b>Cognition and behaviour</b></p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Development</li> <li>• Research methods</li> </ul>	<p>(1 hour and 45 minutes)</p>	<p>50% of overall grade</p>
<p><b>Paper Two:</b></p> <p><b>Social context and behaviour</b></p> <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>	<p>(1 hour and 45 minutes)</p>	<p>50% of overall grade</p>

### **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

There is an Options Assessment for this subject

### **Why should I study Sociology?**

Society can be defined as a shared interest 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, class 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.

Students 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.

**Paper One** (1 hour and 45 minutes; 50% of overall grade):

The sociology of the family and education:

1. The sociology of families
2. The sociology of education
3. Research Methods

**Paper Two** (1 hour and 45 minutes; 50% of overall grade):

The sociology of crime and deviance and social stratification:

1. The sociology of crime and deviance
2. The sociology of social stratification
3. Applied Research Methods

### **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. It will be useful to keep up with current affairs as this often helps to shape sociological thinking.

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

Sociology is an increasingly popular subject at A Level and Degree level 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 a wide range of careers in areas such as welfare, education, social research, law, media, and local and central government.