

## Options Booklet - Contents

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## Pathways at Key Stage Four

Dear Year 9 Student

You are now entering a vital phase of your education when you will be making some very important choices. The choices you make will be among the most important decisions in your school career.

This booklet has been written to help you make those choices and plan your course of study for Years 10 and 11.

There are some subjects that you must continue to study but there is not enough time to continue with all the subjects you have had in Key Stage 3. Therefore, you will have to make some decisions about what you continue studying.

You need to read this booklet carefully:

- ◆ It contains information about the courses on offer and how the assessment will lead to a qualification in each of the courses.
- ◆ It contains information about what you have to do to make option choices.

We always try to give you your first choice subjects but this is not always possible. It is very important that you choose second options and think carefully about this.

It is really important that you discuss your plans with your teachers, parents and guardians and ask as many questions as you can. They will be able to advise you based on their knowledge of you as an individual.

You will also have the opportunity to discuss your option choices through an interview with a member of staff. You and your parents can also talk to staff, both at the Year 9 Options and Curriculum Evening on **Tuesday 10<sup>th</sup> February** and the Parents' Evening on **Thursday 26<sup>th</sup> February**.

Good luck!

**Mr C Rosewell**  
Deputy Head

**Mrs E Wyatt**  
Head of Year 9

## Pathways at KS4 – Choosing Your Options

### The key to a good education at KS4 is balance.

- ❖ It is important that you make choices that leave as many future pathways open as possible. As you go through your studies at Key Stage 4 you will develop new skills and interests so you must choose a programme of study now that allows you choice and flexibility for the future.
- ❖ We have arranged the options structure in a way that will make sure that you will have a balanced mixture of courses.
- ❖ The rules set by the Government state that you must study certain subjects. This includes **English, Mathematics** and **Science**. These subjects provide you with the skills and knowledge you will need regardless of the career you choose in the future. You will also take **Physical Education (PE)** and **Citizenship, Personal, Social & Health Education (CPHSE)** as these focus on essential skills that give a balance to your programme of study.
- ❖ It is important that you develop the skills necessary for the changing world in which we live. You will need good ICT skills as a future learner and in any career that you follow. For this reason we have made it possible for you to follow an **ICT** based course and a **Technology** based course. You will also choose one subject from the **Humanities** (Geography, History, Religious Studies and Sociology).
- ❖ We strongly advise you to consider taking a **Language** as this adds balance to your programme of study.
- ❖ Some students attend **Curriculum Support** lessons instead. This means that you choose one subject less and use the extra time to focus on your other subjects. However, only students who are invited to do this will be able to follow this option.
- ❖ **You will also have some free choices to choose subjects you are interested in. You will get help and advice with this process.**

## Pathways at KS4 – Options Groups

Options Blocks are the subject areas from which you must choose one subject.

### Science Pathways

You must choose one pathway from the following 2 choices:

#### Pathway 1

**Single Sciences** (Biology, Chemistry, Physics)

Plus

**French or Geography or Spanish or Media Studies**

#### Pathway 2

**Dual Science**

Plus

**Art or CiDA or DT: Electronics or DT: Food Technology or DT: Graphics or DT: Resistant Materials**

### Option Block E

You will need to choose one subject from the following:

**Business Studies**

**Drama**

**Mandarin**

**Media Studies**

**RE**

**Sociology**

**Curriculum Support**

### Option Block F

You will need to choose one subject from the following:

**Business Studies**

**French**

**History**

**Media Studies**

**PE (GCSE)**

### Option Block G

You will need to choose one subject from the following:

**Drama**

**Geography**

**History**

**Music**

**RE**

**Spanish**

**Sociology**

### Option Block H

You will need to choose one subject from the following:

**Art**

**CiDA**

**Construction**

**DT: Electronics**

**DT: Food Technology**

**DT: Graphics**

**DT: Resistant Materials**

**Textiles**

## FAQs – Frequently Asked Questions

### **What is GCSE?**

GCSE stands for General Certificate of Secondary Education. It is the most common national qualification that students take in Key Stage 4. After taking GCSEs students can go on to study post 16 courses such as AS and A2 levels or BTEC.

### **Will I have to do coursework?**

Nearly all courses involve some coursework which you complete during the course. This is assessed and counts towards the final grade. More detail can be found in the subject information section.

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

Each course is assessed differently. You should look in the subject information section to find out more about this.

### **What is CiDA?**

This is the ICT course that we offer.

- CiDA is Certificate in Digital Applications, equivalent to 2 GCSEs so you will have to complete 2 units from the list below. Unit 1 is compulsory.

The units are:

- Unit 1: Using ICT
- Unit 2: Multimedia
- Unit 3: Graphics

### **Will I study English Literature or English Language?**

You will study both. The course is taught in an integrated way but you will achieve 2 GCSEs at the end.

### **What type of Science course will I study?**

You will study one of 2 courses: Dual Award Science or Single Sciences. The Dual Award combines Biology, Chemistry and Physics. It is a Double Award: at the end of the course you will achieve 2 GCSEs. Dual Science takes up 5 periods of lessons. Single sciences involve the study of 3 separate sciences in Biology, Chemistry and Physics. You have to study all 3 and you will achieve 3 separate GCSE grades. Single sciences take up 6 periods of lessons. Look in the subject information section to find out more about this.

### **What is the Construction course?**

This is a practical course which covers a number of aspects of the building trade. It is not a GCSE but students are awarded the Level One Introductory Certificate in Basic Construction Skills (6217-01) accredited by City and Guilds. This is a qualification recognised by the Construction Industry. Look in the subject information section to find out more about this or see Mr Thiara.

### **What is Curriculum Support?**

This is an option for some students only – students are invited to do this by Mrs Smith in the SEN department or Mrs Wyatt. Some students benefit from studying one subject less than other students and using the time to work on all other areas.

## Will I have a lesson period 6?

All students in KS4 will have one lesson during period 6. This takes place on a Tuesday or Thursday. The lesson runs from 3.05pm to 4.05pm.

## What will my timetable look like?

You will have 26 periods of lessons a week. Every student will study English, Maths and Science GCSEs, PE and CPSHE. This is the core curriculum.

<b>Core 9 periods</b>	<b>Science Pathway 8 periods</b>	<b>Option E 2 periods</b>	<b>Option F 2 periods</b>	<b>Option G 2 periods</b>	<b>Option H 3 periods</b>	<b>Total periods</b>
Maths English PE CPSHE	<b>P1 Single Sciences</b> (3 GCSEs) (6 periods) Plus Geography or French or Spanish or Media Studies (2 periods)	Business Drama Mandarin Media RE Sociology  Curriculum Support	Business French History Media PE (GCSE)	Drama Geography History Music RE Spanish Sociology  Curriculum Support	Art CiDA Construction DT: Electronics DT: Food DT: Graphics DT: Product Textiles	26
Maths English PE CPSHE	<b>P2 Dual Science</b> (2 GCSEs) (5 periods) Plus Art or CiDA or DT: Electronics or Food or Graphics or Resistant Materials (3 periods)					

# Compulsory Subjects

## English



In English students follow a two-year GCSE course which will involve reading, writing, and oral work. You will be preparing for an English Language and English Literature examination course and at the end of the course will obtain two qualifications.

### COURSE OUTLINE

Syllabus followed: **AQA; NEAB English. NEAB English Literature (Specification A)**

Students will be involved in a varied programme of reading novels, plays and poetry, writing for a variety of purposes to a variety of audiences, and taking part in discussion and debate. You will also experience elements of Drama and Media Studies in accordance with syllabus requirements. Thus, the National Curriculum Attainment Targets of Reading, Writing, Speaking and Listening for English will all be covered fully.

### ASSESSMENT – ENGLISH LANGUAGE

**Folder of written Coursework** (20% of final mark)

The coursework folder will contain four assignments including:

- **Response to media** - at least one of the following:
  - Analysis of newspapers or magazines
  - Exploration of film
  - Examination of TV and radio
- **Original Writing** - at least one of the following:
  - Life in the Day Of (real, not imaginary experience)
  - Work Experience - letter to Chairman of Governors
  - Stories - a range of genres
- **Response to Shakespeare** (see Literature course)
- **Response to pre-1900 prose** (see Literature course)

**Oral Records** - showing achievement in three speaking and listening tasks.

**Oral Coursework** (20% of final mark)

Every half term students will have a formal oral assessment. You will be given a range of speaking and listening tasks including the opportunity to talk in front of the class, work in groups, perform role plays and discuss issues in pairs.

**Terminal exams** (60% of final mark)

**Paper 1** (30% of final mark)

Response to non-fiction  
Choice of writing to argue, persuade or advise.

**Examination Paper 2** (30% of final mark)

Response to poetry from the Anthology based on Different Cultures.  
Choice of writing to inform, explain and describe.

## ASSESSMENT – ENGLISH LITERATURE

### Folder of Coursework (30% of final mark)

The coursework folder will contain three assignments:

#### ▪ **Response to Shakespeare**

Every student will study a full Shakespeare play during the two-year course from the following selection:

- *Romeo and Juliet*
- *Othello*
- *The Merchant of Venice*
- *Twelfth Night*

This assignment is a 'crossover piece' - it will be assessed for both English Language and Literature.

#### • **Pre-1900 prose**

Students will be asked to analyse a text written before 1900. Authors studied include Thomas Hardy, Charles Dickens, Sir Arthur Conan Doyle and H.G Wells. Again, this is a 'crossover piece' which will be assessed for both English Language and Literature.

#### ▪ **Response to a 20th Century Drama text**

Students will complete an assignment based on an approved 20th century Drama text, for example:

- *Blood Brothers* - Willy Russell
- *View from a Bridge* – Arthur Miller
- *Talking Heads* – Alan Bennett

### Examination Paper (70% of final mark)

There are two questions on this examination paper:

One question on a set prose text (written in the 20th Century), for example:

- *Roll of Thunder, Hear my Cry* - Mildred Taylor
- *Animal Farm* - George Orwell
- *Of Mice and Men* - John Steinbeck
- *Heroes* - Robert Westall

One question on a cluster of poems from the anthology, including a response to poems written before 1914.

**Learning Leader – Ms A Wright**

# Compulsory Subjects

## Mathematics



### Linear Higher course

Examination board: Edexcel

Examination code: 1380 Linear Higher

Grades available: A\* - D

Sets: 1 to 6

### Course outline

During Years 10 and 11 students continue to work in ability groups. Each year group will follow a course designed to meet the requirements of the National Curriculum at a level appropriate to the ability of the students. Students will experience a variety of learning and teaching styles including pair and group work. Coursework is no longer required for the GCSE Mathematics examination. Students use a variety of resources which include the London GCSE Mathematics text book and computers. The use of a scientific calculator is essential for the course.

### Assessment

At the end of the two year course there will be two papers each counting for 50% of the examination: one calculator and one non-calculator. The assessment objectives are the following:

Assessment Objective		Weighting
AO1	Using and applying mathematics	20%
AO2	Number and algebra	50-55%
AO3	Shape, space and measures	25-30%
AO4	Handling data	18-22%

### Modular Foundation Course

Examination board: Edexcel

Examination code: 2318 Modular Foundation

Grades available: C - G

Sets: 7 and 8

### Course outline

The outline of this course is similar to that of the linear course but students will be working in smaller classes.

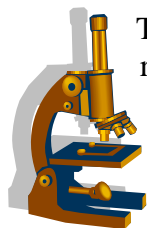
### Assessment

This course will be assessed by two modular tests and an examination each containing a non-calculator and a calculator paper. The first modular test is 40 minutes long containing 20% of the total marks, the second is 1 hour long containing 30% of the total marks and the terminal paper is 2 hours long containing the remainder of 50% of the total marks available for the course. The assessment objectives are the same as for the linear higher course.

**Learning Leader – Mrs T Naguleswaran**

# Compulsory Subjects

## Science



The Science curriculum aims to develop the scientific knowledge and skills required for students to make informed decisions about everyday issues when they are adults. For example, whether to use the MMR vaccination or how a blood test will work and why they may need a blood test.

All students have to study the new Science curriculum. This is **compulsory**. However, there are a variety of Science GCSE courses. We currently follow the AQA syllabus B for all courses.

At present, the Science department will offer two options for studying science at GCSE level. Students can either study a 'dual award' Science GCSE course or study single Science GCSE courses in Biology, Chemistry and Physics.

### **'Dual award' Science GCSE course**

This course will involve studying two Science GCSEs; General Science and Additional Science. This course will run over two years and students will have five science lessons each week.

Students will take public examinations throughout the course, for example, at the end of Year 10 or in January of Year 11. Students will also have to complete practical activities and coursework which will be assessed internally.

This course will be suitable for students who are not certain about whether they wish to study Science at A Level or University. However, if they change their minds at the end of Year 11, they will still be able to study Science at A Level if they meet the school's Sixth Form entry requirements.

### **Separate Science GCSEs in Biology, Chemistry and Physics**

This course will involve studying three separate Science GCSEs in Biology, Chemistry and Physics. Students will not be able to study one or two single Science GCSEs, for example, just Chemistry and Physics, as this will not cover the entire Science KS4 curriculum.

This course will run over two years and students will have six science lessons each week. Students will take public examinations throughout the course, for example, at the end of Year 10 or in January of Year 11. Students will also have to complete practical activities and coursework which will be assessed internally.

This course will be suitable for students who wish to study two or more Science courses at A Level or University. This course will be very demanding. Students will need to have a very good understanding of the KS3 curriculum to Level 6/7. They will also require excellent time management and organisational skills as they will be studying for three Science GCSEs rather than two.

It is strongly recommended that only students currently studying Science in Sets 1 and 2 consider opting for this course. Students are advised to speak to their science teachers regarding their suitability for this course.

### **Further Study**

A science qualification can lead to employment at all levels in such diverse careers as Medicine, Engineering, Pharmaceuticals and Agriculture.

Students who like to study courses in Technology or Engineering at University will find that physical sciences are an integral part of many of these courses at Higher Education institutions.

**Learning Leader – Mrs C O’Brien**

# Compulsory Subjects

## Citizenship / Personal, Social & Health Education

### COURSE OUTLINE



All Year 10 students are taught modules of Citizenship (statutory National Curriculum Subject), including some aspects of Financial Capability, and Personal, Social and Health Education (PSHE). The course is designed to help you build on the skills and knowledge gained in previous years and provides you with new learning opportunities enabling you to become an informed, concerned and active citizen in the future. It will also equip you for the challenging demands of life in a rapidly changing technological society.

The course supports other curriculum areas and focuses on developing communication and inter-personal skills and knowledge and understanding of local, national and global issues. It will give you opportunities to be creative, socially involved and recognise your personal achievements as well as those of others.

In Year 10 you will study 8 units of work each lasting about 4 weeks:

- Careers (preparation for work experience)
- Youth Crime/Prison Life
- Conflict Resolution
- Wealth/Poverty
- Health (addictions)
- Sexual Health
- Financial Capability
- Human Rights/Refugees

In Year 11 you will focus on preparation for post 16 pathways. You will also study units of work on:

- Health, including physical health (drugs in sports/binge drinking), mental health (stress) and sexual health (STDs/making choices)
- Citizenship (politics, driving and the law)
- Parenting skills
- Financial awareness
- Higher Education

### ASSESSMENT

There is no examination in this subject. Assessment is ongoing throughout the course. You will be assessed on the knowledge and understanding of the topics covered on your ability to participate in group work and discussions and on your skills of enquiry and communication. You will be able to develop your oral skills and build on your ICT skills through talks and power point presentations on various issues. You will continue to record evidence of your personal achievements in your progress file throughout the course. In Year 10 your progress will be recorded as an attainment grade and an effort grade.

Your personal statement and the reference from your form tutor at the end of Year 11 will form the bulk of your record of achievement.

### **FURTHER STUDY**

This course provides a foundation for any course for further study as it equips you with a range of transferable personal and social skills. It will be useful in the Sixth Form where you will take a General Studies course, which can lead to an additional qualification.

**Learning Leader - Mrs B Glucksmann-Smith**

# Compulsory Subjects

## Physical Education



### COURSE OUTLINE

The Physical Education programme in Key Stage 4 aims to enhance skill performance in a variety of activities.

In Year 10, students follow a set programme of study. Activities covered include: football, netball, basketball, rugby, fitness, table tennis, cricket, rounders and athletics. They are also given the chance to gain a level 1 qualification in Junior Sports Leadership.

In Year 11, students are asked to select activities in which they would like to develop their knowledge and skills to a more advanced level.

### ASSESSMENT

In all activities students are assessed on:

- a) Their performance of skills in both practice and competitive situations.
- b) Their knowledge of the rules and tactics that govern competition.
- c) Their ability to plan and evaluate skills.

### FURTHER STUDY

Students will be expected to take on a variety of roles by organising, umpiring, playing and coaching. They will also be encouraged to take part in extra-curricular activities within school and to discover local facilities and opportunities that may be of use to them in developing their skills in adult life.

**Learning Leader – Mrs A Brooks**

# Information Communication Technology Option

## Certificate in Digital Applications (CiDA) - Edexcel



### COURSE OUTLINE

Pupils may opt to study for the Certificate in Digital Applications (CiDA). This is a relatively new course from Edexcel. CiDA is a completely paperless qualification so there are no examinations!

You will be required to produce electronic portfolios and your work will be assessed on the computer. The focus is mostly on the practical application of ICT. Pupils are given a 'Summative Project Brief' by the Exam Board – a scenario with problems to solve using ICT.

**The CiDA course, if completed successfully, is equivalent to two GCSE A\*-C passes.**

These qualifications prepare students for the real world of work or further education. They are designed to stimulate students' creativity and develop real-world, practical skills that motivate learning across a wide range of subjects.

The suite of DiDA qualifications is designed to:

- develop students' ability to select and use digital applications appropriately and produce high quality outcomes;
- promote the use of digital applications for achieving a goal, rather than for their own sake;
- enhance creativity and communication;
- equip students with some of the skills that they will need in the workplace or in further education or training;
- develop project management skills;
- free students' work from paper, making it organised, searchable, dynamic and transportable; and
- encourage students to reflect critically on their own and others' use of digital applications.

You will complete two units from the following list (Unit 1 is compulsory):

- Unit 1: Using ICT
- Unit 2: Multimedia
- Unit 3: Graphics

Here is what the current Year 10's say about CiDA:

*"CiDA is an enjoyable and inspiring subject in which you learn many useful skills for the future."*

*"I find it challenging but rewarding."*

*"It takes a student with good concentration, motivation and passion to do CiDA. You benefit hugely as you learn skills for life. With a combination of hard work and fun you will exceed in CiDA."*

*"CiDA is an important subject which can help you in life with the skills you learn as technology is improving. You have fun as well as getting 4 GCSEs."*

*"It is a lot harder than I thought it would be, but I am learning lots of new skills which are helpful."*

*"It's more challenging than other subjects, which is good as I learn something new."*

*"The teacher is very helpful which I appreciate."*

## **Careers**

A good qualification in ICT will provide you with a wide range of career options, as well as a route into further and higher education. Here are some of the careers that you may already be considering:

### **Technical Careers**

- Database developer/manager
- Programmer

### **Writing Careers**

- Journalist
- Advertising copywriter

### **Creative Careers**

- Web designer
- Graphic artist
- Animator

### **Management Careers**

- Business development manager
- Brand manager
- Project manager

### **Sales and Promotion Careers**

- Public relations executive/manager
- Sales executive/manager

**Learning Leader – Mr J Whitehouse**

# Humanities Option

## Geography



*“Without Geography you’re nowhere”  
(Michael Palin ex-Python and Traveller/TV personality)*

### The syllabus

As of September 2009, we will be following the new AQA A Specification - 4030. This builds upon what you have learnt in Years 7 - 9, and introduces some new topics. The GCSE course is split into 3 Units:

#### Unit 1 - Physical Geography (90 minute exam, worth 37.5%)

You will study the following modules:

- The Restless Earth – Volcanoes, Earthquakes and Tsunamis
- Challenge of Weather and Climate – UK’s climate, Climate Change and Climatic Hazards
- Water on the Land – River processes/landforms, Flooding and Water supply.

#### Unit 2 – Human Geography (90 minute exam, worth 37.5%)

You will study the following modules:

- Population Change – Population Change, Population management, Ageing populations and Migration.
- Tourism – Growth of global tourism, Managing tourist areas in the UK, Mass Tourism, Extreme environments and Ecotourism
- The Development Gap – Contrasts in development, Factors affecting development, Reducing global inequalities and the EU.

#### Unit 3 – Local Fieldwork Investigation (Controlled Assessment worth 25%)

This is based on one of 11 topics set by the exam board. You will carry out some fieldwork, and then have 20 hours of class time to write up your report. This is carried out in school only and has a word limit of 2000 words.

### What skills are involved in GCSE Geography?

There are many skills involved in studying Geography at GCSE, including: map-reading, analysing photographs, studying satellite images, drawing/interpreting a variety of graphs, description, explanation, decision making, GIS, presentation skills, ICT and many more!

### Careers with Geography

Geography lends itself to many different careers. You will learn and develop a lot of different skills which will help you with any type of work, from being an accountant to zoo-keeper! Examples of careers with Geography include:

- Town Planner
- Environmental Analyst
- Advertising Executive
- Finance
- Surveyor
- Tourism Officer

- Logistics Manager
- Government Administrator
- Cartographer

If you have any questions about GCSE Geography then don't hesitate to ask your Geography Teacher!

**Learning Leader – Mr T Portch**

# Humanities Option

## History



### Syllabus: OCR Syllabus B – Modern World History

#### COURSE OUTLINE

The History GCSE Syllabus will consist of the following units:

- Core Content: International Relations 1919-1989 (Years 10 & 11)  
Were the peace treaties of 1919-23 fair?  
To what extent was The League of Nations a success?  
Why had international peace collapsed by 1939?  
Who was to blame for The Cold War?
- Depth Study: Britain 1906-1918 (Year 10)  
How was British Society changed 1906-18?
  - Suffragettes
  - Liberal reforms
  - Home Front in World War One
- Optional Depth Study: Germany 1919-1945 (Year 11)  
Was the Weimar Republic doomed from the start?  
Why was Hitler able to dominate Germany by 1934?  
The Nazi Regime: how effectively did the Nazis control Germany 1933-45?  
What was it like to live in Nazi Germany?
- One coursework assignment in Year 10 on:  
A modern world study: The Cuban Missile Crisis (International Affairs)  
Controlled assessment task 2000 words

Trip: Year 11 Imperial War Museum trip to the Holocaust Exhibition

The course is taught in a variety of ways. You will be involved in group discussion work and problem solving exercises to help you use historical sources. DVD programmes are used to show recent interpretations of past events. Written assessments, including past questions and research tasks are used. Essay writing is taught as a skill to use in exams and further education.

#### ASSESSMENT

During the course you will prepare one piece of written coursework that will count for 25% of your final assessment. The final examination will count for 75%; Paper 1 – 45%, Paper 2 – 30%.

Teachers will also assess progress through written work, factual tests and practice exam questions.

## **FURTHER STUDY**

This course will provide an excellent skills base for students to continue their studies in History to AS/A2 Level. The GCSE develops written and oral skills of analysis, evaluation, debate and presentation. These skills are extremely useful in further and higher education. They are also highly prized by prospective employers.

Among the careers that a History GCSE could lead to are Law, Banking, Management, the Civil Service, Journalism, Broadcasting, Publishing, the Armed Forces and Local Government.

**Learning Leader – Ms S Mills**

# Humanities Option

## Religious Studies



**Syllabus: AQA Specification B**

Religious Studies is an option that is open to all students. The course studied does not presuppose faith and is designed to be accessible to students of any religious persuasion or none.

### COURSE OUTLINE

The syllabus studied is AQA GCSE Religious Studies B: Ethics, Philosophy and Religion in Society. The aims of this course encourage students to:

- ✓ develop their interest in, and enthusiasm for, a study of religion and its relation to the wider world
- ✓ develop their knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- ✓ express their personal responses and informed insights on fundamental questions about identity, belonging, meaning, purpose, truth, values and commitments.

The course is divided into two modules, one in Year 10 and the other in Year 11. Christianity and Islam are the religions studied during this course.

<b>Unit 3: Religion and Morality</b>	<b>Unit 6: Worship and Key Beliefs</b>
<u>Units 1 – 6 Religious Attitudes towards:</u>  1. Matters of Life and Death (Medical Ethics) 2. the Elderly and Death 3. Drug Abuse 4. Crime and Punishment 5. Rich and Poor in British Society 6. World Poverty	<u>This involves a study of:</u>  1. Places of worship 2. worship 3. Pilgrimage 4. Origins and beliefs 5. Practices and Belonging 6. Authority

## **ASSESSMENT**

Each module is assessed through a one and a half hour examination. There is no coursework in this subject. In almost all cases, students will sit the examination for Unit 3 in Year 10.

A variety of teaching and learning methods are employed throughout this course, ensuring that individual student needs are catered for. The course also provides an excellent foundation for the AS/A2 Religious Studies and many other subjects.

**Learning Leader – Mrs A Page**

# Humanities Option

## Sociology



Syllabus: 3192 (AQA)

### COURSE OUTLINE

This subject is not taken in Years 7-9 because it calls for a certain level of maturity. The sociologist is interested in studying people and groups in society. Those groups to which we belong shape our behaviour, values and attitudes. Some of those groups are quite small, for example, families; others may be very large, for example, nations.

Unit One will be studied in Year 10. Students will study:

- What is Sociology?
- Education
- Families

Unit Two will be studied in Year 11. Students will study:

- Crime and Deviance
- Mass media
- Power
- Social inequality

As students will often have personal experiences or points of view on many of the issues covered, sociology is a subject which lends itself to lively discussion. We hope as a result of studying it, you will have greater understanding of the society in which you live.

### ASSESSMENT

- The course is assessed by 100% examination
- Students will have to answer a number of short and extended questions on each of the above topics.

### FURTHER STUDY

Sociology is a particularly useful subject for students who are considering careers working closely with other people such as a social worker, teacher, police officer, probation officer, management or lawyer. You can also study AS and A Level Sociology in the Sixth Form, where it is a popular choice of subject.

**Learning Leader – Ms A Lomax**

## Free Option

### Art & Design



**Syllabus: Edexcel 2FA01 (Fine Art)**

#### **COURSE OUTLINE**

You will learn about art, artists and cultures. You will extend skills in a range of mediums to develop and express your own ideas into personal pieces of work. The course requires that you learn skills relating to:

- (1) Collection and presentation of resources and observations and ideas.
- (2) Analysis and understanding of art.
- (3) Development of final ideas and the ability to use various materials.
- (4) Final piece and evident connection to artists and cultures.

The department has had some excellent results. You can expect the staff to be interested in their subject and you. We want you to do as well as you can.

#### **ASSESSMENT**

This is in three parts:

- (a) Coursework Modules: These will be built up from your class work and homework during the two years. This counts for 60% of the final mark.
- (b) Preparation for the examination: You will be given a theme 8 weeks before the examination so you can do studies and prepare your work. This, along with the examination counts for 40% of the final mark.
- (c) A ten hour examination where you do your final work. (Don't be put off by ten hours; you need a long time to do good art work and if you prepare sufficiently, the examination will be enjoyable. Our students find they cope well). This counts for 40% of the final mark.

These three aspects are presented as an exhibition in May/June of your last year.

#### **FURTHER STUDY**

There are hundreds of different kinds of work that use art and design skills. For most of them you need further education and training to build your knowledge and skills and to gain higher qualifications. This is done at Art colleges and university and most expect you to have studied Art to at least GCSE level, even for purely design courses. There are many opportunities for a career in art and design and several ways through to further education.

Remember, not all you learn has to be about getting a job. Doing things for interest is worthwhile and becoming more knowledgeable about the culture of art is enriching. Art and Design deals with the way things look and helps you to see and understand visual things more clearly and develop your decision making abilities.

**Learning Leader – Miss D Ioannou**

## Free Option

### Art & Design: Textile Design



Syllabus: Edexcel Full Course 2TE01 / Short Course 3TE01

#### COURSE OUTLINE

You will learn more about Fashion and Textiles and use a range of materials to develop your own work. The course requires that you learn skills relating to:

- (1) Visual collection and investigation.
- (2) The ability to appreciate, evaluate and analyse your own work and cultural and designers' work in context.
- (3) The exploration of visual ideas and alternative textiles.
- (4) Making final pieces using designers and cultural references to help you.

The course is particularly useful if you are interested in colour, mixed media, fashion, textiles and making items. The course will give you opportunities to express your creative abilities. Not only will you find out about different designers and cultural work, you will learn new techniques, experiment with a range of media and produce your own final outcomes. Some of the projects will include bag making, hat making and wall hangings, created from personalised fabric design.

#### ASSESSMENT

##### Full Course Requirements

This is in three parts:

1. Coursework Modules: These will be built up from your class work and homework during the two years. This counts for 60% of the final mark. There are two units.
2. Preparation for the examination: You will be given a theme 8 weeks before the exam so you can do studies and prepare your work.
3. A ten hour examination where you produce your final piece. This counts for 40% of the final mark.

These three aspects are presented in May/June of your last year.

##### Short Course Requirements

The difference for the short course is that students will only complete one unit of coursework.

#### FURTHER STUDY

This course can provide a foundation for you to study textiles and fashion at a higher level, including courses such as AS/A2 Fashion and Textiles.

**Learning Leader – Miss D Ioannou**

## Free Option

### Business Studies



Syllabus: AQA 4130

#### COURSE OUTLINE

The course considers how businesses are set up and operate as well as grow. Areas studied in detail include the structure of business, production, marketing, finance and personnel. Emphasis is also given to the economic, political, social and environmental factors that govern business and the way it acts.

The course is taught through a mixture of controlled assessment, case studies, investigation and textbook assignments. Much effort is made to connect the study to what is happening in the real world. Students will also use a wide range of ICT facilities which are applied in a business context. Students will have the opportunity to prepare a business plan and present it to an audience.

#### ASSESSMENT

Controlled assessment	25% of total marks
Final Examination	75% of total marks

The controlled assessment (25%) involves students undertaking 8 hours of research and planning on a scenario. They must then complete a report within 3 hours under controlled conditions. Furthermore, students will sit two 1 hour exams.

#### FURTHER STUDY

The course develops a range of skills: Problem solving, decision making and ICT skills and is useful for any job in business or other organisations. It also prepares students who wish to continue their education after 16 at Seven Kings, for a variety of courses including A Level Business Studies, Economics and BTEC Certificate in Business. The course also prepares students for subjects such as A level Accounts and Applied Advanced Business.

**Learning Leader – Mr M Halil Emin**

# Free Option

## Construction



### COURSE OUTLINE

Pupils will be studying the Level One Introductory Certificate in Basic Construction Skills (6217-01) accredited by City and Guilds. The course is comprised of eight units, covering Health and Safety, Bricklaying, Painting and Decorating, Plastering, Tiling, Plumbing and Carpentry with an optional GOLA test (Global On-Line Assessment) taken at the end of Yr11. It provides pupils with an insight to the construction industry building upon their practical skills and increasing their knowledge of construction methods. For pupils to be successful all units need to be completed. The majority of the course is “hands-on” and learners may be able to proceed to intermediate level at a FE institute or an apprenticeship when they finish. However, some young people will have to practice more than others in order to meet the required standard. Female learners are especially welcome.

#### Aims of the course:

- Enable learners to understand the various materials and processes involved within construction
- To develop “real world” skills
- To prepare learners for college, apprenticeships or a place at a training company
- To ensure young people are able to make informed choices about their future career

#### What will I study? (dependent on availability)

*Not all areas may be available – this depends on the facilities available.*

- Health & Safety and communications skills
- Bricklaying / plastering / tiling
- Painting and decorating
- Electrical circuits
- Carpentry / joinery / fixtures and fittings
- Essential number & written work for builder

#### How will I be taught?

Most classes will be practical but some classroom-based work (30%) will also be needed. Learners must understand that writing and number work are just as important as “hands-on” skills. To be employed young people need to be able to read, understand and plan effectively on paper and use computers and electronic equipment.

#### How will I be assessed?

All practical work is photographed and logged as evidence for assessment. Most assessment is based on practical work. This means that learners pass that part of the course when he or she has become *competent*. Instructors will provide advice and guidance. Young people will also need to complete log-books showing their progress. There will be written and on-line tests and learners will create a portfolio using log-books, tutor comments and assessments.

### **How can I do well in this subject?**

Learners need to be prepared to work hard and behave in a mature and responsible manner.

Young people will enjoy the course if they accept that it is not all “hands-on” and that class-based work and tests are necessary. Some activities will also be outside during the winter. This is part of working in the construction industry.

### **Future Education and Employment**

Many people enjoy construction courses for the experience alone. For those who want to progress in the industry, apprenticeships and college courses are available. The main opportunities are in craft occupations. Future careers in other aspects of construction, civil engineering and architecture may also open up after further study.

**Further information can be obtained from [www.cityand guilds.com](http://www.cityandguilds.com) or contact Mr G Thiara, Learning Leader for Design and Technology**

## Free Option

### Drama



Syllabus: GCSE Drama Edexcel (2DR01)

### COURSE OUTLINE

If you liked Drama at KS3 you will love it at GCSE! It is one of the most exciting and challenging subjects offered as part of the Key Stage 4 curriculum. It gives you the opportunity to apply your intellectual and emotional understanding of a variety of situations derived from different types of stimuli in a practical and artistic way. In the freedom of the drama studio and workshop, you will be supported and encouraged to express and perform your ideas with skill and control. So let your imagination flourish and your confidence build by opting for Drama.

In Drama you will be working with others therefore commitment to the group and building a positive group dynamic is essential. As a result of your efforts you will develop:

- Your confidence in communicating with imagination and expression
- Your social skills in negotiation and team work
- Your performance skills in producing pieces of drama that engage and enthral an audience

As well as continuing to share your work in class, you will view drama both in and out of school in order to develop an appreciation of theatre. You are encouraged to take part in extra-curricular drama activities and throughout the course you will need to prepare drama pieces which are viewed by a public audience. This currently involves; a class performance based on a community issue that is taken into local schools, a number of small group performances, an evening of monologues and a showcase of your final examination work.

Opting for drama will be a challenge but it will also be fun and rewarding. You will make new friends, hear the applause of the audience, your self esteem and confidence will grow and though there is a commitment to rehearsal and scheduling your time so that group work can develop, drama can often be seen as a release from conventional classroom learning and add balance to your school experience and your lives.

As a drama student, you are not limited to the field of acting and theatre but would have developed strong, expressive and persuasive communication skills to become a powerhouse in the commercial and competitive world of employment. Inevitably, regardless of your job, you will be asked to present your ideas to an audience; in a boardroom, on a committee, competing for promotion, doing a sales pitch on the Apprentice! - The drama skills that you would have learnt here at school will always be useful to you and give you an advantage over others who have not chosen to develop this aspect of their learning.

## **ASSESSMENT**

### ***Unit 1 – Drama Exploration (30%)***

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In Unit 1 the emphasis is on developing an understanding of selected ideas, themes and issues e.g. relationships, emotions, captivity, speeding, current news trends, through Drama and finding original ways to structure responses into a meaningful piece of work.

You will be assessed in controlled conditions over six hours which will be supported by documentary evidence – maximum of 2000 words.

### ***Unit 2 – Exploring Play Texts (30%)***

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Unit 2 focuses on the ways in which a playwright records their ideas in a script and how performers, directors and designers use drama to interpret and realise these ideas in performance.

Once again you will be assessed in controlled conditions over six hours of practical drama and this will be supported by documentary evidence. – maximum of 1000 words. For Unit 2, you will also go to see a live theatre production and write a theatre review (2000 words maximum)

Both of these units are intended to have meaning for you but are not intended for performance to a theatre audience. Written work should offer detailed analysis, illustration and evaluation of the work undertaken.

### ***Unit 3 – Drama Performance (40%)***

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This unit provides an opportunity for students to bring together their learning from the course and to demonstrate their skills and understanding of expressive and imaginative performance to an external examiner.

With the help of their teacher and working in groups of 3-6, students will choose a script especially written for the examination to perform. At least 6 weeks will be spent rehearsing for this performance in order for students to create their most exciting and creative work.

## **FURTHER STUDY**

The skills developed in Drama are transferable and will support the demands of most creative, disciplined and modern careers.

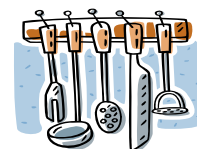
**Learning Leader – Ms M Pereira**

## Free Option

### Design Technology

There are four options for students who wish to continue studying Design and Technology:

- **Food Technology**
- **Graphic Products**
- **Resistant Materials**
- **Systems and Control**



### COURSE OUTLINE

Technology:

- Is both creative and technical
- Is relevant to the consumer society you live in
- Encourages you to be a discerning consumer
- Enables you to design and make products
- Places an emphasis on practical work
- Develops a full range of skills that will be useful in other subjects you study and in employment.

Firstly, you must decide which material area you wish to specialise. You have a choice of one of the following:

#### **Food**

In Food Technology you will learn about the value of nutrition, develop practical skills which enable you to process food, understand the health and safety implications of processing food on a commercial and industrial level. The GCSE course will also teach the importance of hygiene and cover industrial food practices which can be seen first hand on an industrial visit to a food manufacturer. The course combines both the practical and theoretical aspects of Food Technology.

#### **Graphic Products**

In Graphic Products you will develop your skills in analysing products, model making, learning various drawing techniques and develop ICT skills in producing creative designs. You will learn about various industrial processes including printing processes, blow moulding, which can be seen first hand on an industrial visit. The course will teach you to analyse, research, design and manufacture a Graphic product of your choice for your major project.

#### **Resistant Materials**

In Resistant Materials you will develop a better understanding of the Design Process. You will carry out Product analysis taking products apart and analysing them constructively proposing improvements.

The course involves short practical projects through which you will learn about various manufacturing processes and gain a better understanding of materials. A visit to the Design Museum promotes a better understanding of British design and how Design is implemented in industry. The course combines both the practical and theoretical aspects of Product Design.

### **Systems & Control: Electronics**

In Systems and Control you will learn about the theoretical and practical aspects of electronics including input, output and control components, circuit manufacture and industrial manufacturing techniques. The course promotes an awareness of environmental issues such as sustainable energy and recycling, as well as good citizenship and an awareness of moral and social aspects of industrial design and manufacturing.

Practical skills are taught through the construction of a large variety of working prototype circuits as well as through the making of fully functional complete circuits including sequence and pattern LEDs, an infra red security alarm, and a musical organ. You will gain experience in computer/electronics interfacing through the programming of microcontrollers (micro chips) via high level programming languages such as flowchart and basic.

You will then apply the skills, knowledge and understanding you have acquired through an internally assessed A3 portfolio, and through the manufacture of a fully functional final product.

From your chosen area you will be involved in the study of:

- Materials and components
- Production processes
- Industrial processes
- Social, moral, ethical and environmental issues of product design
- Product analysis
- Designing and making processes
- Computer aided design / Computer aided manufacture

You will then apply this knowledge and understanding when designing and making a 3D product and an A3 portfolio of design work.

### **How does it follow on from what I have learned before?**

At Key Stage 3 you will have had a wide experience of all four material areas. You will have produced small-scale products and design folders using all these materials. Your knowledge and understanding from some of these areas will have been tested in an end of year exam.

The GCSE in Design and Technology allows you to decide which material area you feel best suits your own particular skills and attributes.

You will produce products and design folders and be examined on your knowledge and understanding in your chosen area. However, the products and folders will be larger or more sophisticated than the Key Stage 3 projects and you will have a lot more time to design and produce products, and develop an in-depth understanding of the materials and processes within your chosen area.

## **ASSESSMENT**

### **▪ Coursework**

The coursework is the major part of the Design and Technology course. It accounts for 60% of the total marks.

You may decide on the project topic yourself or you may be given guidance by your teacher.

You will be expected to produce a 3D product in your chosen material area with an accompanying A3 design folder of around 15-20 pages.

The coursework project is expected to be produced within 40 hours.

Examples of coursework projects have been prepared by Edexcel to give you a guide to common approaches and good practices.

### **▪ Examination**

There will be one 1½ hour exam (2 hour for Food) at the end of your course worth 40% of the total marks. Pupils apply their knowledge and understanding of their chosen DT subject through multiple-choice, short-answer and extended-writing type questions.

The exam paper is structured as follows:

- Questions 1-10: Multiple-choice (10 marks)
- Questions 11: Knowledge and understanding. Structured questions based on a theme (19 marks)
- Question 12: Designing products (16 marks)
- Question 13: Analysing products (16 marks)
- Question 14: Knowledge and understanding. Structured questions based on a theme (19 marks)

Exams are not tiered, accommodating the full grade range: A\* to G.

### **What other skills might I develop?**

The course places an emphasis on the design and manufacture of quality products. You will be required to look at commercial products and form opinions as to their ability to satisfy consumer needs. You will also be asked to consider how those needs relate to moral, social, ethical and environmental issues.

The designing process allows you to develop skills of problem solving and lateral thinking as well as developing communication techniques using a variety of media including the use of ICT.

The making process allows you to explore and practice a wide variety of traditional and modern manufacturing techniques. It develops your understanding of the working properties of a range of materials.

Above all, it encourages you to be imaginative and experimental when combining materials and using or developing processes. You will build confidence in your ability to work with materials to produce quality products.

### **FURTHER STUDY**

These courses lead to a full range of A Level and vocational courses. They are useful for pupils considering entering design related careers of many kinds: engineering, architecture, graphic design, furniture design. (A foundation course in design is generally followed after A levels prior to degree level courses).

In the Sixth Form we offer Product Design, Systems & Control (Electronics) and Food Technology at A level. All are beneficial if you are considering a career in Design or a related area.

**Further information can be obtained from [www.edexcel.com/gcse2009](http://www.edexcel.com/gcse2009) (for Food) [www.aqa.com/gcse2009](http://www.aqa.com/gcse2009))**

**Learning Leader – Mr G Thiara**

## Free Option

### French & Spanish



**FRENCH:**

**Syllabus 1226**

**SPANISH:**

**Syllabus 1246**



### COURSE OUTLINE

- Family
- Friends
- Food and Drink
- Home and Domestic Routine
- Town and region
- Holidays
- School Life and Routine
- Free time and Leisure
- Media and entertainment
- Health Issues
- Work and Future Plans
- Environment

Students are tested in four separate skill areas: Listening, Speaking, Reading and Writing. Each skill is weighted equally.

### ASSESSMENT

60% is internally assessed and 40% is examination. The students will be assessed at either foundation or higher tier, according to their level of ability. The writing and speaking coursework are both marked internally by the student's teacher and moderated externally.

### Dictionaries

Candidates are no longer allowed to use bilingual dictionaries in the GCSE examination, except for in the written coursework component. Dictionaries are, however, an invaluable resource for helping pupils with independent work in class and at home; we recommend, therefore, that all pupils purchase a bilingual dictionary.

### Etincelle / La Cometa magazines

We strongly recommend that KS4 students get a subscription to one of these magazines, as they provide the appropriate practice for listening and reading exams at GCSE level. They cost £10 each (Etincelle is for French students and La Cometa is for Spanish students) at 2008 prices.

### **Preparation for GCSE Languages at Key Stage 3**

The Modern Languages syllabus in KS3 aims to provide a good foundation for further study at GCSE. In Years 7, 8 and 9, pupils will have been introduced to and will have practised using key vocabulary, structures and grammar which will enable them to develop and enhance their skills, knowledge and understanding in Key Stage 4.

### **Instructions in the foreign language**

The majority of instructions and questions in each of the skill areas are in the foreign language. Students will be given sufficient guidance and practice in dealing with such instructions and questions; however, students should be accustomed to handling such instructions, as tests and examinations in Years 7-9 are written predominantly in the foreign language.

### **FURTHER STUDY**

A GCSE in a Modern Foreign Language is regarded by many universities and employers as a real asset. Students wishing to enter careers in Business, Engineering, Finance, Journalism, Law, Secretarial and Teaching may find their prospects are enhanced through knowledge of a Modern Foreign Language. Some business courses at universities now include a compulsory language element so that graduates from English Universities are equipped to work successfully in a European environment.

### **Learning Leader – Mrs I Ercan**

## Free Option

**Mandarin**

**(Edexcel)**

### What are the aims of the course?



- Develop understanding of the spoken and written forms of Mandarin Chinese language in a range of contexts
- Develop the ability to communicate effectively in Mandarin, through both the spoken and written word, using a range of vocabulary and structures.
- Develop knowledge and understanding of the grammar of the language and ability to apply it
- Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity
- Develop knowledge and understanding of countries and communities
- Develop positive attitudes to Mandarin learning
- Provide a suitable foundation for further study and / or practical use of the language

### What will you do in this subject?

Your lessons in some ways will be a very similar to the language lessons you have become used to. You will be expected to work as part of the whole class, as part of a group, with a partner or independently. You will be encouraged to take responsibility for your learning and to work from a menu of activities, using a range of reference materials to help you develop the skills you need to work in more depth. You will cover a range of topics related to the world of work and business over the year.

### Topic areas with related sub-topics

<b>In the UK and abroad</b>	<ul style="list-style-type: none"> <li>• <b>Things to do and see</b></li> <li>• <b>Directions</b></li> <li>• <b>Life in the town, country and by the sea</b></li> <li>• <b>Weather</b></li> <li>• <b>Travel, transport and directions</b></li> <li>• <b>Everyday life, customs and special occasions in target language countries and communities (and the UK)</b></li> </ul>
<b>Education, training and employment</b>	<ul style="list-style-type: none"> <li>• <b>School life and routine</b></li> <li>• <b>Different types of jobs</b></li> <li>• <b>Job advertisements, applications and interviews</b></li> <li>• <b>Future plans and work experience</b></li> </ul>
<b>House, home and daily routine</b>	<ul style="list-style-type: none"> <li>• <b>Types of home, rooms, furniture and garden</b></li> <li>• <b>Information about self, family and friends</b></li> <li>• <b>Helping around the house</b></li> <li>• <b>Food and drink</b></li> </ul>
<b>Media and social activities</b>	<ul style="list-style-type: none"> <li>• <b>Sport, fashion and entertainment</b></li> <li>• <b>Famous personalities</b></li> <li>• <b>The media</b></li> <li>• <b>Social, environmental and health issues</b></li> </ul>

### What skills will you use?

You will develop your skills in:

- Acquiring knowledge and understanding of the target language
- Developing language skills
- Developing language-learning skills
- Developing cultural awareness

### How will you be assessed?

Edexcel offers positive and appropriate assessment for Chinese language learners at Key Stage 4. Students will undertake Chinese GCSE 4 skills. It is also possible to undertake GCSE examinations in Chinese without a speaking component, which is Chinese GCSE 3 skills.

**Chinese A – 4 skills (listening, reading, writing, speaking)**

**Chinese B – 3 skills (listening, reading, writing)**

#### 4 skills

Paper/assessment objective	%	Method of assessment	Time
1 Listening	25	Terminal examination	45 minutes plus 5 minutes reading time
2 Speaking	25	Terminal examination	8-12 minutes
3 Reading	25	Terminal examination	55 minutes
4 Writing	25	Terminal examination	1 hour 15 minutes

#### 3 skills

Paper/assessment objective	%	Method of assessment	Time
1 Listening	33	Terminal examination	45 minutes plus 5 minutes reading time
3 Reading	33	Terminal examination	55 minutes
4 Writing	33	Terminal examination	1 hour 15 minutes

**Learning Leader – Mrs I Ercan**

## Media Studies



### COURSE OUTLINE

Media Studies focuses on how mass media is created, the media industry, and how messages are communicated to media audiences. It is also a subject that raises students' awareness of social and cultural issues, and how the media affects their views of the world.

Over the duration of the course students will study Action Adventure film and TV Comedy. They will also work individually to produce a portfolio based upon a specific media form such as print, moving image or computer games. Pupils will also be given the opportunity to work in small groups to complete a Digital Video practical project.

### ASSESSMENT

The final GCSE grade is determined by:

- 40% examination grade:  
1 Exam (1hr 45mins)  
Unseen textual analysis – Action Adventure Film  
**and**  
Media Studies Topic - TV Comedy
- 60% Coursework:  
2 assignments:  
**Individual Media Studies Portfolio** comprising of an assignment, and a production exercise.  
**and**  
**Production Portfolio in Media Studies** comprising of a major practical production, research and planning and an evaluation.

Note: There are only TWO practical production assessments. GCSE Media is NOT an Art subject. Where a proportion of the final grade is based on creative work, much emphasis is placed on written evaluation. Media Studies involves a lot of thinking and writing about what you think!

### FURTHER STUDY

Career Paths: Media Studies overlaps a number of other subjects and would give students an opportunity to develop their understanding further in Sociology (representation of social groups in the media), Business Studies (how media institutions operate, target audiences etc.), and English (textual analysis of print, film and TV texts).

**Learning Leader – Mr M Hall**

## Free Options

### Music



**Syllabus: EDEXCEL 1426**

#### **COURSE OUTLINE**

The course helps you to extend the skills of listening, playing and composing that you have already developed in the lower school. If you already play an instrument or have singing lessons you will find that you will have a head start with much of the work in GCSE music but any student who enjoys a wide range of music and who likes to create new sounds would find this course stimulating, rewarding and fun.

#### **ASSESSMENT**

The GCSE syllabus prepares you for a three part examination:

- (a) Listening to music of a wide variety of styles, answering questions about it and drawing graphic scores.
- (b) Performing as a soloist and as part of an ensemble. Students who already play an instrument or have singing lessons will have an advantage in this section but it does not rule out those of you who have little or no experience of playing. The final examination requires the student to perform two pieces.
- (c) Composing is an integral part of the course and you will have to produce a file of two compositions for the examination. Each student will start with simple tunes and progress to your highest level. For composition, we use Sibelius 3 on the computer.

#### **FURTHER STUDY**

It is possible to go on to study music at A-Level where all the skills are developed to an exceptionally high standard. Studying music at GCSE is useful for those pupils interested in careers in broadcasting, media and the arts.

**Learning Leader – Ms H Norton-Hale**

## Free Option

### Physical Education (GCSE)



Syllabus: 2PE01

#### COURSE OUTLINE

##### **The Theory Examination** (40% of total marks)

Includes units of work on the following:

- Healthy Active Lifestyles (Exercise, Fitness & Training)
- Your Healthy, Active Body (Applied Anatomy & Physiology)

##### **Practical Examination- Performance in Physical Education** (60% of total marks)

- **Analysis of Performance** (10% of 60%)

Students will learn how to develop the skills of analysis and evaluation to enable them to apply informed knowledge to support their decision making. Students will have to complete an oral assessment whilst watching other candidates perform.

##### ***Personal Exercise Programme***

Students will also be required to design and complete a 6 week Personal Exercise Programme which is designed to link theory aspects of exercise and training to the practical coursework and examination. This will form part of the Analysis of Performance assessment.

- **Practical** (50% of the 60%)

Assessment will be in 4 activities which must be selected from 2 of the 6 areas of activity. Physical competence is a very important requirement for the course due to the high weighting for this unit.

Activities include but are not limited to:

<b>Outwitting Opponents</b>	Football, Netball, Rounders, Basketball, Cricket, Karate, Judo, Rugby, Table Tennis
<b>Accurate Replication of Actions</b>	Gymnastics, Trampolining
<b>Exploring and Communicating Ideas</b>	Dance
<b>Performing at Maximum Levels</b>	Athletics, Swimming
<b>Identifying and Solving Problems</b>	Horse Riding, Lifesaving, Personal Survival, Skiing
<b>Exercising Safely and Effectively</b>	Fitness Training (circuit, continuous)

Students may be examined in an activity that they participate in outside of school. Please note we do not cover all of the activities listed above, they are examples.

**Learning Leader – Mrs A Brooks**

## **Extra Support**

### **Pupil Support Department**

Students who have received support from the Pupil Support Department will continue to do so throughout Years 10 and 11. In addition, lunchtime homework clubs are also available.

**Learning Leader – Mrs J Smith**

## **Extra Support**

### **Curriculum Support**

Following guidance and discussion, some students may have their number of GCSE subjects reduced by one. This allows them 2 lessons a week to receive tutorial support. In these two lessons students focus on literacy and study skills, revision methods and examination techniques. They may also complete coursework and homework with support.

**Curriculum Support Co-ordinator – Mrs J Smith**



