



KS4 Options Booklet 2017

The electric guitar was designed and made by Nathan Pendery as his Resistant Materials work in 2014

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INTRODUCTION

Towards the end of Year 9, you and your parents have to make perhaps the most important decision about your future learning education. You must choose a course for the next two years, leading to examinations and qualifications. The course or subjects you will take may influence your career or your choices at Sixth Form level. You must take time making your decision and be aware of all the guidance available at school. Year 9 students will commence their Key Stage 4 courses in Term 6 of Year 9.

FACTORS TO CONSIDER

There are a number of influences which you should consider in making your choice of subjects. They are not all of equal importance.

- Selecting subjects is not just a step towards employment. A balanced programme is necessary for you to develop as a whole person. The balance of subjects you choose is important. A sound, and round education is a valuable foundation whatever your chosen pathway. Within your 3 option choices you should consider choosing a Humanity and a Language subject. If you have reasons to choose outside of these or if you have reasons to choose two subjects within the same area you must have clear ideas and argument as to why this is a good choice for you.
- Include any subject which is essential for your chosen career. Most Year 10 students do not yet know what career to choose, and others will change their minds, but if you do have some ideas already, then you and your parents should be sure to check before the choice is made. Theresa Dix, the Careers Co-ordinator in school, is available for advice and the Careers Library is full of information.
- Your ability and past achievement in any subject, and your interest and enthusiasm for it, will also be an important guide to choice. Indeed this may also be a useful pointer to suitable careers. Some of the Year 10 subjects are new to you (and all other students). You should carefully read about them in this booklet and, if possible, talk to students who chose the course last year.
- For most students who have not yet made a career decision, the best guide to subject choice is what you do well at school and most enjoy. If a subject in which you do not succeed, or even like, is essential to a career which you have considered, then you may be wise to look at other careers: it will be difficult to become an Engineer, for example, if you cannot secure good passes in examinations in Science. Please do not be afraid to ask members of staff for advice about this: the teachers are there to help you decide wisely.

It is not sensible to choose a subject simply because your friend is doing it; he or she may have different abilities and career ideas. Similarly, your like (dislike) of a teacher is not a sound basis for choice.

MAKING YOUR CHOICES

Core Curriculum

All students study:

English (English Language and English Literature)

Maths

Science (Biology, Chemistry & Physics)

Religious Education

Physical Education

Citizenship (Personal, Social, Health and Citizenship Education or PSHCE)

The core of subjects takes 60-65% of curriculum time in Year 10 and 11.

Option Subjects

Students also study three of these subjects:

Art

Business Studies

Computer Science

Design & Technology – Food

Design & Technology – Graphics

Design & Technology – Resistant Materials

Design & Technology – Textiles

French

German

Geography

History

Health and Social Care

Technical Theatre

Dance

Drama

Music

Physical Education

ENGLISH LANGUAGE & LITERATURE

Course Aims:

The New English Language and English Literature GCSEs are compulsory subjects at Key Stage 4 and all students are entered for both courses. Each GCSE is assessed entirely by examinations at the end of Yr 11. Students will read a wide range of fiction and non-fiction texts and will develop their writing skills (both analytical and creative). Students will also take part in discussions, debates and drama activities, the assessment of which will lead to the awarding of a separate Speaking and Listening qualification.

Examination Board: AQA

ENGLISH LANGUAGE GCSE

Assessment:

100% Examination

Paper 1: Explorations in Creative Reading and Writing

Paper 2: Writer's Viewpoints and Perspectives

Course Content:

Preparation and practice for:

Paper 1: Section A Reading one literature fiction text.
Section B Descriptive or narrative writing. **1 hr 45 min examination**

Paper 2: Section A Reading one non-fiction text and one literary non-fiction text.
Section B Writing to present a viewpoint. **1 hr 45 min examination**

Non-Examination Assessment: Spoken Language

Students receive a separate endorsement in that draws together assessments in presenting; responding to questions and feedback; and the use of Standard English.

ENGLISH LITERATURE GCSE

Assessment:

100% Examination

Paper 1: Shakespeare and the 19th Century Novel

Paper 2: Modern texts and poetry

Course Content:

Preparation and practice for:

Paper 1: Section A Shakespeare – students answer one question on their chosen play. **1 hr 45 min examination**

Section B 19th Century Novel – students answer one question on their chosen novel.

Paper 2: Section A Modern Texts – students will answer one question on their chosen text.

Section B Poetry – students will answer one comparative question on two poems from their chosen poetry cluster.

Section C Unseen Poetry – students will answer one question on one unseen poem and one question comparing unseen poem and one question comparing this poem with a second poem. **2hr 15min examination**

Controlled Assessment Task:

- Essay linking a Shakespeare play with another text from the English Literary Heritage.

Further details are available on: www.aqa.org.uk

For further information please contact: *Mr D. Gent*

MATHEMATICS (Core)

Course Aims:

The aims of this GCSE specification are to encourage candidates to:

- Develop a positive attitude to mathematics;
- Consolidate basic skills and meet appropriately challenging work;
- Apply mathematical knowledge and understanding to solve problems;
- Think and communicate mathematically—precisely, logically and creatively;
- Appreciate the place and use of mathematics in society;
- Apply mathematical concepts to situations arising in their own lives;
- Understand the interdependence of different branches of mathematics;
- Acquire the skills needed to use technology such as calculators and computers effectively;
- Acquire a firm foundation for further study.

Examination Board: OCR

Summary of Course Structure:

A course based on this specification requires students to demonstrate their knowledge, understanding and skills in the following Assessment Objectives. These relate to the knowledge, understanding and skills in the KS4 Programmes of Study.

	Assessment Objectives	Weighting (%)
AO1	Recall and use their knowledge of the prescribed content, use and interpret notation correctly and carry out multi-step questions.	40-50
AO2	Mathematical Reasoning. Make deductions and draw conclusions from mathematical information. Present arguments and proofs and assess the validity of an argument.	25-30
AO3	Interpret and analyse problems and generate strategies to solve them	25-30

Assessment:

Learners sit three 1 ½ hour examination papers, each worth 1/3 of the final grade. This scheme of assessment consists of two tiers: Foundation Tier and Higher Tier. Foundation Tier papers assess Grades 1 to 5 and Higher Tier papers assess Grades 4 to 9.

Candidates are not allowed to use a calculator for one of the papers but a scientific or graphical calculator is permitted for the other two.

This is a linear GCSE. Candidates must take all papers for the appropriate tier at the end of year 11.

For further information please contact: *Mr J. Thrower*

SCIENCE: Triple Award (Biology GCSE, Chemistry GCSE, Physics GCSE)

This course is aimed at all students. Although this award supports the study of sciences at A-level, it is not a condition of entry.

Course Aims:

Studying the separate sciences means students will cover a comprehensive body of knowledge required at GCSE as well as providing great preparation for AS and A-level.

Examination Board: AQA

Summary of Course Structure:

The three GCSEs each have the same number of lessons a fortnight and are taught by three teachers who are specialists in the subject areas.

Assessment:

Each of the three GCSEs are 100% examined. Students will take a total of 6 exams which will give 3 GCSEs graded 1 to 9.

Course Content:

Two papers: each paper will assess different topics.

Duration: both papers are 1 hour 45 minutes.

Tiers: Foundation and Higher.

Weighting: the papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question types: multiple choice, structured, closed short answer and open response.

Biology	Chemistry	Physics
<p><u>Paper 1</u></p> <ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics	<p><u>Paper 1</u></p> <ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes	<p><u>Paper 1</u></p> <ol style="list-style-type: none">1. Energy2. Electricity3. Particle model of matter4. Atomic structure
<p><u>Paper 2</u></p> <ol style="list-style-type: none">5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology	<p><u>Paper 2</u></p> <ol style="list-style-type: none">6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources	<p><u>Paper 2</u></p> <ol style="list-style-type: none">5. Magnetism and electromagnetism6. Space physics7. Forces8. Waves

Further details available on:

www.aqa.org.uk/subjects/science/new-science-gcse-specifications

For further information please contact: Mr P. Barnsley

CITIZENSHIP

Course Aims:

This is a programme which integrates elements of careers, citizenship, sex and drugs education. The course aims to add to the personal skills and knowledge of students at Key Stage 4 to help equip them for adult life in the 21st century. Much of the Citizenship curriculum is taught through subject areas and therefore students do not have timetabled lessons in Citizenship. For those elements that are not covered through Citizenship and PSHE, specific days are timetabled throughout the year where we have a number of external professionals that contribute to the course such as the Police and Terrence Higgins Trust.

Examination Board: N/A

Assessment:

There is no formal assessment for this course

Course Content:

Democracy and Justice
Rights and Responsibilities
Identities and Diversity
Careers
Finance
Risk
Economic Awareness
Sex Education/Relationships

For further information please contact: *Mr N. Beales*

PHILOSOPHY & RELIGIOUS STUDIES (Core)

Course Aims:

The Philosophy & Religious Studies course is designed to help students to:

- Prize the individual and communal experience of school. It can enable students to deal better with the vast array of personal and community dilemmas they will face, and to make better sense of the world without resorting to passive acceptance and prejudice.
- Empathise and critically engage with a variety of religious experiences. Lessons encourage pupils to interact with the key themes and issues of religious revelation.
- Employ a toolkit of techniques to debate and dialogue constructively with the views of others.
- Evaluate the values and motives behind moral choices. There will be invaluable opportunities to study the dilemmas of life, death, violence and money.
- Encounter the big questions on the meaning and purpose of existence.

Examination Board: AQA Religious Studies B

Summary of Course Structure:

Year 9, term 6: All students begin their first topic from unit 2.

Year 10: All students will complete three topics from unit 2 and one topic from unit 4.

Year 11: All students will complete two topics from unit 2 and one topic from unit 4. Revision classes will follow on from this.

Assessment:

Both of the units of work that comprise the Full Course Religious Studies GCSE are assessed by a single examination, at the end of Year 11. **There is no coursework requirement.** We particularly value that 50% of the marks are awarded for students' skill in forming, expressing and defending their own responses to crucial issues.

Course Content:

Unit 2: Religion and Life Issues (All students complete this unit)
Religion and the ethics of abortion Religion and animal rights Religion, war and peace Religion and prejudice Within Buddhism and Christianity.

+

Unit 4: Religious Philosophy and Ultimate Questions*
The existence of God The problem of evil and suffering Is there life after death? Science and religion Within Buddhism and Christianity.

*Students will take both of these units of work

Further details available on: www.aqa.org.uk

For further information please contact: Ms J. Ward

PHYSICAL EDUCATION (CORE)

Course Aims:

This is a progression from the Key Stage 3 PE programme of study and provides students with exciting opportunities to lead a healthy active lifestyle and improve performance.

Summary of Course Structure:

The course is carried out across two years and pupils will follow the route identified below. Each activity is one term in length.

Students will follow one of two routes:

Firstly, there is a competitive performance route which concentrates on major games together with fitness activities and a Sports Leaders course. The overall aim is to increase each pupil's level of performance in a range of activities.

The second route has a more recreational focus and pupils will follow a carefully selecting programme of activities to encourage participation in physical activity and sport after Year 11. All pupils will also undertake an induction into the fitness suite in the leisure centre, together with a half term following a personal exercise programme.

Some activities covered across Key Stage 4 include – Fitness, Trampolining, Rugby, Hockey, Circuit training, Badminton, and Rounder's.

For further information please contact: *Mr J. Thomas*

ART & DESIGN (Fine Art GCSE)

Course Aims:

- To develop creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas.
- To develop investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds.
- To develop cultural knowledge and understanding of Art, Craft and Design and of the media and technologies used in different times, contexts and societies.
- To develop personal attributes including self-confidence, perseverance, self-discipline and commitment.

Examination Board: Edexcel

Summary of Course Structure:

Coursework: Personal Portfolio in Art and Design

- To include Supporting Studies and Personal Responses.
- Internally set, marked and standardised.
- Externally moderated.
- Work produced for assessment under controlled conditions will consist of 45 hours of supervised activity.

Controlled Assessment: Externally Set Assignment in Art and Design

- One externally set, themed project.
- To include Supporting Studies and Personal Responses.
- Externally set, internally marked and standardised.
- Externally moderated.
- Work produced for assessment under controlled conditions will consist of 30 hours of supervised activity, including 10 hours of sustained focus (exam).

Assessment:

60% Coursework

40% Controlled Assessment

Course Content:

Coursework: Personal Portfolio in Art and Design

Students will complete a body of work defined as practical research and development leading to an outcome or resolution. This will involve four Assessment Objectives:

AO1 Generating and developing ideas informed by primary and contextual sources.

AO2 Refining ideas through experimenting with media and developing skills.

AO3 Researching, recording, analysing and reviewing their own and others' work.

AO4 Selecting, creating, realising and presenting personally developed outcomes.

Controlled Assessment: Externally Set Assignment in Art and Design

The assignment consists of one externally set, broad based, thematic starting point. Students will complete a body of work defined as practical research and development followed by the 10 hour sustained focus. This will involve all four Assessment Objectives.

Further details available on: www.edexcel.com

For further information please contact: Mrs E. Corley

BUSINESS STUDIES

Course Aims:

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems

Examination Board: Edexcel

Summary of Course Structure:

There are two units, with the emphasis on examination work. Investigating small Business and Building a Business will have equal weightings in the overall award.

Assessment:

100% Examination based

50% Theme 1: Investigating small business

50% Theme 2: Building a business

Course Content:

Theme 1 Investigating small business, concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

Theme 2 Building a business, examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.

Further details available on: www.edexcel.com

For further information please contact: *Mr J. Clitheroe*

DESIGN & TECHNOLOGY

Course Aims:

Imaginative practical work is at the heart of Design and Technology. Students explore, design, create and evaluate prototypes to solve real world problems.

They will gain a broad understanding of technical, designing and making principles and there are no restrictions on materials when making prototypes.

There are however opportunities to explore a particular material area in greater depth.

Students study a common core of knowledge and then specialise in one particular area, either: Textiles, Resistant Materials or Graphics.

The structure of this course lends itself to future studies at A level.

Examination Board: AQA

Summary of Course Structure:

Unit 1. Written exam: 2 hours. (50%).

Section A: (10%). Core technical principles.

Multiple choice and short answer questions assess broad technical knowledge and understanding.

Section B: (15%). Specialist technical principles, (Resistant Materials, Textiles or Graphics).

Several short answer questions (2 – 5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C: (25%). Designing and making principles.

Short and extended response questions, including a design question.

Unit 2. Non-exam assessment (NEA) approximately 30 – 35 hours. (50%).

Students will produce a substantial design and make task.

- Contextual challenges will be released annually by AQA on 1 June, in the year before submission, students then produce their own Brief from this.
- Students will produce a working prototype and a portfolio of evidence (maximum 20 pages) to demonstrate the assessment criteria.

Assessment:

Coursework 50%

Examination Paper 50%

Course Content:

In Year 10 students will work on a series of short tasks, some of which will be practical based and some theory type projects.

During Year 10 students will also start their NEA in wood, metal, plastic, textiles or graphics, which is completed in Year 11.

The final term of year 11 is spent revising for the written paper.

D&T Vocational Award

The Technical Award gives students a more hands on, practical approach to learning, developing skills to make high-quality products using woods, metals and polymers. The course content follows the structure as Design and Technology: Resistant Materials.

AQA have worked with employers and industry to make sure the new Technical Award delivers the practical skills and core knowledge students need to progress onto Level 3 qualifications, employment or apprenticeships.

Further details available on: www.aqa.org.uk

For further information please contact: *Mr S. Crudge*

DESIGN & TECHNOLOGY: Food Preparation & Nutrition

Course Aims:

This course is a must for anyone who wishes to develop a further understanding of nutrition, food commodities, food preparation, food safety and food storage and develop their practical skills. It is a relevant option for students who wish to work as dietitians, nutritionists or within the food industry.

Examination Board: WJEC Eduqas

Summary of Course:

Food Preparation and Nutrition is a practical subject but will require students to complete many written tasks and homework in order to cover the theory topics listed below:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Students will develop and demonstrate their food preparation and handling skills through practical activities, whilst applying relevant knowledge and understanding of the topic areas which have been listed above.

Assessment:

50% Coursework – Written/Practical Assessment (120 marks)

- Task 1 (15%): One task to be selected from a choice of two tasks set by WJEC. Duration: Approx 8 hours to commence in the first half of the course (Year 10). Internally assessed using WJEC set criteria and externally moderated.
- Task 2: One task to be selected from a choice of two tasks set by WJEC. Duration: Approx 12 hours to commence in the second half of the course (Year 11). Internally assessed using WJEC set criteria and externally moderated.

50% Examination - Written Paper 1hr 45 mins. (100 marks)

- The paper will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content (bullet-pointed above).

Work will include:

- Theory work
- Scientific food experiments
- Planning investigations and tasks using research activities
- Carrying out investigations and tasks through practical work
- Applying skills in the context of food and nutrition knowledge
- Analysing and evaluating evidence from research material, tasting and testing
- Make reasoned judgements and present conclusions

Further details: www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/

For further information please contact: *Mr S. Crudge*

GEOGRAPHY

Course Aims:

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

Students who complete the course will have the skills and experience to progress onto A-level and beyond.

Examination Board: AQA

Summary of Course Structure:

Year 10: Physical Geography

Year 11: Human Geography, Fieldwork Investigation

Course Content:

Unit 1: Physical Geography

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK
- Geographical skills

Unit 2: Human Geography

- Urban issues and challenges
- The changing economic world
- The challenge of resource management
- Geographical skills

Unit 3: Geographical Application

- Issue evaluation (using Pre-release resources booklet made available 12 weeks before Paper 3 exam)
- Fieldwork
- Geographical skills

This qualification is linear. Linear means that students will sit all their exams at the end of the course. Students are examined using a variety of question types: multiple-choice, short answer, levels of response, extended prose. Spelling, punctuation and grammar are assessed in all GCSE Geography papers.

Assessment:

Unit 1: Living with the Physical Environment

Written Paper – 1 hour 30 minutes – 88 marks (inc.SPaG) – 35%

Unit 2: Living with the Human Environment

Written Paper – 1 hour 30 minutes – 88 marks (inc.SPaG) – 35%

Unit 3: Geographical Application

Written paper – 1 hour 15 minutes – 76 marks (inc.SPaG) – 30%

Further details available on:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

For further information please contact: Mrs T. Salehi

HISTORY

Course Aims:

This course enables pupils to study History in a variety of ways- in depth, through time, in a local context and from different cultural perspectives. It will help pupils appreciate the diversity of the societies studied and the experiences of people in those societies to give them a good understanding of the modern world they live in. Fieldwork visits are an important part of this course. It builds upon Key Stage 3 study preparing students for the study of GCE History.

Examination Board: AQA

Summary of Course Structure:

The course consists of 2 exam papers which include

- One period study
- One wider world depth study
- One thematic study
- One British depth study

Both exam papers are taken at the end of year 11.

Pupils may be advised at the end of the 2 year course to consider entering for the short course if they struggle with the study demands of a full GCSE entry.

Assessment:

Full GCSE

Exam paper 1: Germany 1890-1945 and Conflict and Tension 1918-1939

Exam paper 2: Britain: Health and the people/Medieval England 1066-1100

Course Content:

The course consists of four units taught across two years.

Unit 1: Democracy and Dictatorship

This unit looks at the development of Germany from a democracy to dictatorship, the development of the collapse of democracy and the rise and fall of Nazism. Students will study the political, economic and social and cultural aspects of these two developments and the role of ideas played in influencing change. They will also look at the role of individuals and groups and the impact the development had on them.

Unit 2: Conflict and Tension

This unit enables students to understand the complex and diverse interests of different individuals and states. It focuses on the causes of the Second World War and seeks to show how and why the conflict occurred.

Unit 3: Thematic Study

This unit will enable students to understand how medicine and public health developed Britain over a long period of time. It will draw on wider developments that impacted on the core themes. Students will study the importance of the following factors: war, superstition, chance, government, communication, science and technology and the role of individuals.

Unit 4: British Depth Study

This unit will study the political, military, religious aspects of this period and arising controversies.

Further details available on: www.aqa.org (Specification A)

For further information please contact: Mrs T. Walker

HEALTH & SOCIAL CARE: BTEC First Certificate

Course Aims: This course is aimed at students who want to develop their knowledge and understanding of health and social care, and who may be considering routes into childcare or healthcare.

Examination Board: Edexcel

Summary of Course Structure:

Core Units

Unit 1: Human Lifespan Development (externally assessed)

Unit 2: Health and Social Care Values (internally assessed)

Mandatory Units

Unit 3: Effective Communication in Health and Social Care (internally assessed)

Unit 9: Healthy Living (externally assessed)

Specialist Units (all internally assessed)

Unit 10: Human Body systems and care of disorders

Unit 12: Creative and Therapeutic Activities in Health and Social Care

Assessment:

60% Internally assessed units – Unit 2, Unit 3, Unit 10 and Unit 12

40% Externally assessed exams – Unit 1 –a one hour exam paper
Unit 9 –a one hour exam paper

Course Content:

Unit 1: Human Lifespan Development - this unit covers human growth and development across life stages, and investigates factors that affect human growth.

Unit 2: Health and Social Care Values - this unit explores the care values that underpins current practice in health and social care, and investigates how to empower those who use the services.

Unit 3: Effective Communication in Health and Social Care looks at forms of communication and the barriers to communication in Health and Social care sector.

Unit 9: Healthy Living - this unit covers a range of biological and lifestyle factors that affect your health and wellbeing. Learners will develop skills in analysing information and exploring strategies to improve health and wellbeing. While also examining the barriers to healthy living and how to overcome them.

Unit 10: Human Body Systems and Care of Disorders - this unit covers the structure and function of the human body and how routine care is given for common disorders.

Unit 12: Creative and Therapeutic Activities in Health and Social Care - this unit covers different creative and therapeutic activities and their benefits to individuals and groups. Learners will plan, implement and evaluate an activity for an individual or a group.

Further details available on: <http://qualifications.pearson.com/en/qualifications/btec-firsts/health-and-social-care-2012-nqf.html>

For further information please contact: Miss L. Ashdown

COMPUTER SCIENCE

Course Aims:

This GCSE specification encourages candidates to explore how computers work and communicate in a variety of contexts. There is ample opportunity for them to apply and consolidate their knowledge of computer programming by carrying out practical tasks that will develop their capacity for imaginative, innovative thinking, creativity and independence. They will develop the skills of design and evaluation, and they will test and problem-solve when errors occur in both their own systems and those of others.

Examination Board: WJEC – Computer Science (2610)

Summary of Course Structure: This is a linear specification: all assessments must be taken at the end of the course.

Assessment:

100% coursework – internally assessed and externally moderated.

<i>Unit 1 – Understanding Computer Science</i>	<i>External Examination (45%)</i>
<i>Unit 2 – Solving Problems Using Computers</i>	<i>External Examination (30%)</i>
<i>Unit 3 – Developing Computing Solutions</i>	<i>Controlled Assessment (25%)</i>

Course Content:

Unit 1 - Understanding Computer Science	<p>WJEC will set an examination each session covering the following aspects of the specification content:</p> <ul style="list-style-type: none">• Computer Systems• Data Representation• Computer Software• Networks• Internet & Communications• Algorithms• Programming• Ethical, Social, and Legal Aspects <p>This external assessment will take the form of a paper-based examination. However, in future years, it may be available in electronic format as an on-screen assessment.</p>
Unit 2 – Solving Problems Using Computers	<p>This assessment consists of a series of tasks set and marked by WJEC and completed on-screen by the candidate. These tasks will assess the practical application of programming knowledge.</p>
Unit 3 – Developing Computing Solutions	<p>This controlled assessment will give candidates the opportunity to develop a piece of work using programming software following a task brief from a choice of two issued by WJEC.</p>

Further details available on: <http://tinyurl.com/czpes64>

For further information please contact: Mr J. Thrower

MODERN LANGUAGES

Course Aims:

The course aims to develop students' ability to understand and communicate effectively in the foreign language, acquire language learning skills and develop an understanding of how a language works, as well as encourage enjoyment and provide a basis for further study of French, German and other foreign languages.

Examination Board: AQA

Summary of Course Structure:

Unit 1 Listening

Unit 2 Speaking

Unit 3 Reading

Unit 4 Writing

Assessment:

All final exams worth 25%

GCSE French and German have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Course Content:

The course covers the following contexts:

Theme 1: Identity and culture

Me, my family and friends.

Technology in everyday life

Free time activities

Customs and festivals in French-speaking countries/communities

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

Home, town, neighbourhood and region

Social issues

Global issues

Travel and tourism

Theme 3: Current and future study and employment

My studies

Life at school/college

Education post-16

Further details available on: www.aqa.org.uk

For further information please contact: Mrs J. Brocklebank

TECHNICAL THEATRE: BTEC First Award in Performing Arts (Production)

Course Aims:

The course aims to give students the opportunity to develop an understanding of the business of Performing Arts, with a focus upon the technical elements of stage production. Students will work in teams to develop the lighting, sound and stage-management skills needed to support Dance, Drama and Music performances.

Examination Board: Edexcel

Summary of Course Structure:

Students will complete three units during the course:

1. Crewing for Stage Performance
2. Lighting Operations for Stage Performance
3. Sound Operations for Stage Performance

Assessment:

100 % Coursework:

Internally assessed, with external moderation.

Assessment materials will be collected in a portfolio, which will include logbooks, designs, cue sheets, notes, minutes, drawings and any other relevant material recording work undertaken during the course.

Course Content:

The course will be highly practical, supported by research and written notes, and will involve working with other pupils and staff on the technical production of the many performances that take place at the school. Students will gain “hands on” experience of using equipment and will work in real situations to develop the skills required. They will plan, prepare for and “run” shows, and analyse the effectiveness of their work after each event.

The course is a BTEC Level 2 National Certificate, which means that the focus is very much upon practical experience. It would suit pupils who like working in teams, are energetic and like to work practically. Students will also be required to complete assignments in the form of presentations, practical assessment and written reports.

Please note: Students will sometimes be required to be available to take part in activities during evenings, and occasionally at weekends, dependent upon rehearsal timings.

Further details available on: www.edexcel.com

For further information please contact: *Mr M. Nolan*

DANCE: BTEC First Certificate

Course Aims:

BTEC Certificate in Performing Arts: Dance is equivalent to two GCSE's and aims to develop skills in performance, choreography and dance appreciation. Students will create their own dance work based on a variety of professional dances and choreographic methods which they will study throughout the course. There are performance opportunities which give students the chance to improve their confidence and dance technique. This course is a great way to learn new dance styles and develop a deeper understanding of dance as an art form through practical assignment based work.

Examination Board: Edexcel

Summary of Course Structure:

Year 10:

Students will learn the skills they need to succeed in all areas of the course, they will develop their own choreography, learn about appreciating and understanding dances as well as concentrating on performance skills. Students will perform their work live as well as seeing other live performances. Year 10 students will complete modules including Dance Skills and Performance in Context. They will compile a portfolio of evidence for assessment. Most units are internally assessed; there are no live examinations by external assessors.

Year 11:

Students will continue to add to their portfolio of evidence through a range of practical tasks. They will complete modules including Movement Skills and Devising Performance Work. The majority of the work is practical with a focus on giving students a "real" experience of Performing Arts.

Assessment:

85% Coursework

– Students will complete practical tasks and compile a folder of evidence to support final assessments. Practical work will be recorded and assessed either in school or by an external examiner.

15% External Examination

–The Performing Arts Industry involves a one hour online test which students will study for in school and revise online.

Course Content:

Students will focus on three main areas of dance:

1. Choreography – developing individual pieces of dance inspired by professional work and a range of stimuli
2. Performance – Solo and group dances where students can showcase their skills
3. Appreciation – understanding dance works and using them to influence choreography and performance

Further details available on: www.edexcel.com

For further information please contact: Mrs A du Crôs

DRAMA

Course Aims:

- Develop an insight and understanding a wide range of activities. Drama is an exciting, creative and challenging course and has been designed to help students meet those challenges.
- Work imaginatively and creatively in a collaborative context, generating, developing and communicating ideas
- Consider and explore the impact of social, historical, cultural and political influences on drama texts and challenging issue and themes
- Reflect on and evaluate their own work and the work of others
- Develop and demonstrate competence in a range of practical, creative and performance and/or production skills
- Encourage confidence and develop team work and leaderships skills, essential in developing effective presentation skills when preparing for interviews for further study or future employment
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- The balance between the controlled assessment tasks and the written examination gives candidates the best opportunity to succeed.

Examination Board: AQA

Assessment:

40% Drama Written Paper - Externally assessed

60% Practical Work - Internally assessed and externally moderated

Course Content:

Component 1 – Understanding Drama

40% Written exam

Knowledge and understanding of drama and theatre

Study of one set play from a choice of six

Analysis and evaluation of the work of live theatre makers

Section A: Multiple choice

Section B: Set text

Section C: Live theatre production

1 hour and 45 minute written exam

Component 2 – Devising Drama

40% Practical and Written

Process of creating devised drama

Analysis and evaluation of own work

Devising log (60 marks)

Devised performance (20 marks)

Component 3: Texts In Practice

20% Practical exam

Performance of two extracts from one play (25 marks each)

Students may contribute as performer or designer

Free choice of play but it must contrast with the set play chosen for Component 1

Further details available on: <http://web.aqa.org.uk/>

For further information please contact: Mrs L. Alexander

MUSIC

Course Aims:

- To enable students to engage actively in the process of music study, by developing performing skills individually and in groups to communicate musically with fluency.
- To broaden students' musical experience and interests, develop imagination and foster creativity.
- To recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology.
- To engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.
- To develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

Examination Board: Edexcel

Assessment:

Performing – 30%

Composing Music – 30%

Listening and Appraising – 40%

Course Content:

Unit 1 – Performance

- One solo performance (can be multiple pieces of music)
- One ensemble performance (can be multiple pieces of music)
- The combined length of both performances must be at least 4 minutes.
- Scores or professional recordings for both performances
- The expected level of performance is Grade 4 or equivalent

Unit 2 – Composing Music

- Two compositions
- One composition written to a brief set by the board
- One free composition
- Notated scores or written commentaries for both compositions/arrangements

Unit 3 – Listening and Appraising

- Musical elements, musical contexts and musical language
- Areas of study:
 - Instrumental Music 1700-1820
 - Vocal Music
 - Music for Stage and Screen
 - Fusions

Please note: students undertaking GCSE Music should be able to read basic musical notation, and should be having instrumental or vocal lessons either inside or outside of school.

Further details available on: www.edexcel.com

For further information please contact: Mrs J. Willett

PHYSICAL EDUCATION

Course Aims:

We offer two pathways for Physical Education, either GCSE PE or The Technical Award in Sport. Both of these courses are equivalent to a full GCSE. These courses offer a progression from the Key Stage 3 Physical Education curriculum and will suit learners who have a keen interest in sport and fitness.

Examination Board: AQA

Summary of Course Structure:

Students will have 6 lessons per fortnight to study these courses and this is in addition to their core PE lessons. These will involve both theory classroom based lessons and practical lessons. At every opportunity theoretical aspects will be reinforced through the practical lessons.

Assessment and Course Content:

GCSE PE: 60% Theory and 40% practical

- Paper 1: The human body and movement in physical activity and sport: 30%
 - Applied anatomy and physiology
 - Movement analysis
 - Physical training
 - Use of data
- Paper 2: Socio-cultural influences and well-being in physical activity and sport: 30%
 - Sports psychology
 - Socio-cultural influences
 - Health, fitness and well-being
 - Use of data
- Practical Performance in three activities: 30%
- Analysis and Evaluation of Performance: 10%

Technical Award in Sport: 40% Theory and 60% Practical

- Practical Performance in two activities: 30%
- Practical Performance as a coach/official: 30%
- Examined: The sports industry: 40%
 - Health, physical fitness and safety
 - Contemporary issues in sport
 - Local and national organisations of sport
 - Careers in physical activity and sport

Further details available on: www.aqa.org.uk

For further information please contact: *Mr J. Thomas*

OPTIONS PROCESS DATES

Thursday 23th February 2016 at 7.00pm in the School Hall

Options explained to parents (students are also welcome to attend)

Friday 24th February

Option Course Information available to students and parents

Thursday 2nd March 4.45-7.15 in the School Hall

Parent/Teacher consultation

This is an opportunity to talk to subject teachers about KS4 courses and suitability to study courses.

Thursday 16th March

Deadline for final Option Choices to be returned to school

Monday 5th June (Term 6)

Students begin their GCSE courses

Tuesday 27th June at 7.00pm in the School Hall

Explaining Key Stage 4 (important information for parents)

An evening aimed at how parents can support their child through KS4.

Notes

