



CHIPPING NORTON  
SCHOOL

# KS4 Options Booklet 2024

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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 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.

## 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 preferences 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 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. Mr Parker, 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, together with your interest and enthusiasm for it, will also be an important guide to choose. 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, watch the information videos on the website and even talk to students who chose the course last year.

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.

# MAKING YOUR CHOICES

## Core Curriculum

All students study:

English (English Language and English Literature)

Mathematics

Science (Biology, Chemistry & Physics)

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

Physical Education (Core)

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

Dance

Design & Technology – Food

Design & Technology – Resistant Materials

Design & Technology – Textiles

Drama

French

Geography

German

Health and Social Care

History

Music

Philosophy, Ethics and Religion

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 prepare a presentation of a topic of their choice, the assessment of which will lead to the awarding of a separate Spoken Language qualification.

**Examination Board:** AQA

## ENGLISH LANGUAGE GCSE

### Assessment:

100% Examination

Paper 1: Explorations in Creative Reading and Writing

Paper 2: Writers' 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 19<sup>th</sup> 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.  
Section B 19<sup>th</sup> Century Novel – students answer one question on their chosen novel. **1 hr 45 min examination**

**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**

Further details are available on: [www.aqa.org.uk](http://www.aqa.org.uk)

For further information please contact: Miss R. Millar

# MATHEMATICS

## 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"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li></ol>	<p><u>Paper 1</u></p> <ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li></ol>	<p><u>Paper 1</u></p> <ol style="list-style-type: none"><li>1. Energy</li><li>2. Electricity</li><li>3. Particle model of matter</li><li>4. Atomic structure</li></ol>
<p><u>Paper 2</u></p> <ol style="list-style-type: none"><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>	<p><u>Paper 2</u></p> <ol style="list-style-type: none"><li>6. The rate and extent of chemical change</li><li>7. Organic chemistry</li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>	<p><u>Paper 2</u></p> <ol style="list-style-type: none"><li>5. Magnetism and electromagnetism</li><li>6. Space physics</li><li>7. Forces</li><li>8. Waves</li></ol>

### Further details available on:

Biology: <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Chemistry: <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Physics: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

**For further information please contact:** Dr R. Hagan

# CHARACTER EDUCATION

## Course Aims:

Following on from the work students do in KS3, students will continue to be taught Character Education. The programme is taught every fortnight for an hour, with tutors and in their tutor groups.

In the wider world, both during school and after it, students will face a variety of challenges that they may not be prepared for. Our inclusive approach to Character Education seeks to identify those challenges and provide informative, practical but exploratory learning to help students face the world as confident and prepared young people. Topics like healthy relationships, personal health and politics form the basis of understanding for many areas of adolescent and adult life and provide an underlying framework with which students can make decisions that will benefit them and others.

As well as these subjects, Character Education includes financial, digital and media literacy to support students on their complex, lifelong journey after their time at CNS. These topics are integral to the sustained growth of children into healthy, well-rounded people, who can move through the world in front of them with confidence and hope for their future. Students should leave their time at CNS with a developed and compassionate understanding of themselves, other individuals and institutions which they may interact with, alongside the skills to tackle any trials they face.

Alongside Character Education, students will complete an additional two modules on Careers education that prepares them for college, sixth form and life after school.

**Examination Board:** N/A

## Assessment:

There is no formal assessment for this course.

## Course Content:

### Relationships and Sex Education

- Mental Health
- Physical Health
- Personal Safety
- Relationships

### Citizenship

- Democracy and International Law
- Crime and the Justice System
- Personal Finances

### Digital Literacy

- Data Protection
- Social Media
- Media Literacy

**For further information please contact:** *Ms H Skill*

## 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, Football, Netball, Sports Leaders, Badminton, and Rounders.

**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](http://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](http://www.edexcel.com)

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

# DESIGN & TECHNOLOGY - Resistant Materials

## 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, which will be Resistant Materials.

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 or graphics, which is completed in Year 11.

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

**Further details available on:** [www.aqa.org.uk](http://www.aqa.org.uk)

**For further information please contact:** Mr K. Newton

# DESIGN & TECHNOLOGY - Food

## 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: Approximately 8 hours to commence in the first half of the course (Year 10). Internally assessed using WJEC set criteria and externally moderated.

Task 2 (35%): One task to be selected from a choice of two tasks set by WJEC.

Duration: Approximately 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).

## Course Content:

- 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 available on:** [www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/](http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/)

**For further information please contact:** Mr K. Newton

## DESIGN & TECHNOLOGY - Textiles

### Course Aims:

The study of design and technology textiles seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on textiles and fashion, including historical, social/cultural, environmental and economic factors.

**Examination Board:** Pearson Edexcel

### Course Content:

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

- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing.
- Develop the skills to critique and refine their own ideas while designing and making.
- Communicate their design ideas and decisions using different media and techniques, such as applique, quilting, batik, printing, embroidery, laser cutting.
- Develop decision-making skills, including the planning and organisation of time.
- Develop a broad knowledge of materials / fabrics, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.

### Assessment:

50% Coursework – Written/ Practical (100 marks)

There are four parts to the assessment:

- 1 – Investigate (16 marks) - This includes investigation of needs and research, and a product specification
- 2 – Design (42 marks) - This includes producing different design ideas, review of initial ideas, and development of design ideas into a chosen design, communication of design ideas and review of the chosen design
- 3 – Make (36 marks) - This includes manufacture, and quality and accuracy
- 4 – Evaluate (6 marks) - This includes testing and evaluation.

Students will undertake a project based on a contextual challenge released by us a year before certification. This will be released on 1st June and will be available on our website. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. Task will be internally assessed and externally moderated.

50% Examination – Written paper 1 hour 45 minutes (100 marks)

The written exam is divided into two sections: Section A 40% core content and Section B 60% material category, Textiles. The core content allows students to demonstrate their breadth of understanding of design and technology, whilst the material categories enable students to demonstrate their specialist knowledge of one material area, Textiles.

**For further information please contact:** *Mr K. Newton*

# 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: Rivers, Changing Economic World (Development), Living World (Ecosystems, Tropical Rainforests & Hot Deserts), Coasts and Fieldwork Investigation (part 1)

Year 11: Urban Issues and Challenges, Resource Management & Energy, Climate Change, Weather & Tectonic Hazards and Fieldwork Investigation (part 2)

## Course Content and Assessment:

Paper 1: Living with the Physical Environment (Physical Geography)

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

- The Challenge of Natural Hazards
- The Living World
- Physical Landscapes in the UK

Paper 2: Living with the Human Environment (Human Geography)

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

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management

Paper 3: Geographical Application

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

- Issue evaluation (using pre-release resources booklet made available 12 weeks before paper 3 exam)
- Fieldwork (2 days requirement)

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.

## Further details available on:

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

**For further information please contact:** Mrs C Jones

# 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.

**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.

## Assessment:

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 the Early Norman period and arising controversies.

**Further details available on:** [www.aqa.org](http://www.aqa.org) (Specification A)

**For further information please contact:** Mrs T. Walker

## HEALTH & SOCIAL CARE: BTEC Level 1/2 Tech Award

This Level 1/2 BTEC course is equivalent to a Grade 9-1 at GCSE

### Course Aims:

This course is aimed at students who want to acquire sector-specific applied knowledge by studying human lifespan development, health and social care services and health and wellbeing. This course is aimed at students who may be considering routes into childcare, healthcare or the social care sector in the future.

**Examination Board:** Edexcel

### Summary of Course Structure:

Component 1: Human Lifespan Development (4x internal assessments)

Component 2: Health and Social Care Services and Values (5x internal assessments)

Component 3: Health and Wellbeing (1x external assessment)

### Assessment:

66% internally assessed:

33% externally assessed

### Course Content:

#### ***Component 1: Human Lifespan Development***

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on an individual's physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

#### ***Component 2: Health and Social Care Services and Values***

Learners will explore health and social care services and how they meet the needs of our service users. They will also study the skills, attributes and values required when giving care. .

#### ***Component 3: Health and Wellbeing***

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

### Further details available on:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

**For further information please contact:** Mrs L. Preston



# COMPUTER SCIENCE

## Course Aims:

The GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

**Examination Board:** OCR – GCSE Computer Science (J277)

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

## Assessment:

There are two examinations:

<b>Component</b>	<b>Marks</b>	<b>Duration</b>	<b>Weighting</b>
<i>01 - Computer Systems</i>	<i>80</i>	<i>1 hour 30 mins</i>	<i>50%</i>
<i>02 - Computational Thinking, algorithms and programming</i>	<i>80</i>	<i>1 hour 30 mins</i>	<i>50%</i>

## Course Content:

<b>Component 01: Computer systems</b>	Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
<b>Component 02: Computational thinking, algorithms and programming</b>	Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.
<b>Practical programming</b>	Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B)

**Further details available on:** <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

**For further information please contact:** Mrs A. Faulkner

# MODERN LANGUAGES: French and German

## 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](http://www.aqa.org.uk)

**For further information please contact:** Mrs J. Brocklebank

# DANCE

## Course Aims:

BTEC Tech Award in Performing Arts: Dance is equivalent to one GCSE 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. There will also be opportunities to take part in workshops with professionals, attend theatre visits and visit national Dance events. All practical assessments are completed with the class teacher before being externally moderated – this means there will never be an examiner watching live work in school, taking the pressure off assessment and leading to realistic and fair grading for students.

**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 attending theatre trips and workshops with professional artists. Year 10 students will complete Component 1: Exploring the Performing Arts, this component is internally assessed.

### Year 11:

In Year 11 students will complete Component 2: Developing skills and techniques in Performing Arts which is internally assessed. Students learn a short piece of professional repertoire and spend rehearsal time developing their dance skills before performing the work for assessment. They will also work towards the externally assessed Component, Component 3: Performing to a Brief. This Component requires students to create a group performance piece based on a stimulus issued by the exam board, and to write a review of the creative process under controlled conditions.

## Assessment:

60% Internal Assessment – Digitally recorded performance work, portfolio of development evidence and presentation material.

40% External Assessment – A mix of controlled written coursework and digitally recorded practical performance work.

## Course Content:

Students will focus on three main areas of dance:

1. Choreography – developing dance work inspired by professional repertoire and a range of stimuli.
2. Performance – Group dances where students can showcase their skills, there is no requirement for students to perform solo work.
3. Appreciation – understanding dance works and using them to influence choreography and performance.

**Further details available on:** [www.edexcel.com](http://www.edexcel.com)

**For further information please contact:** Mrs A. du Crôs

# DRAMA

## Course Aims:

The course aims to guide students through developing their practical skills within drama and understanding core theory behind staging, practitioner's styles and working with a range of play texts. We work in a practical way throughout the course allowing students to build on their knowledge and then experiment with this in a creative way. The specification encourages students to have a holistic view of theatre considering design as well as performance skills where they are able to work as lighting, sound, costume or set designers.

**Examination Board:** AQA

## Assessment:

Assessment consists of 1 written exam, an internally assessed performance with coursework and an externally assessed performance.

## 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 – Noughts and Crosses adapted from Malorie Blackman's novel by Dominic Cooke

Section C: Live theatre production

1 hour and 45 minutes 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 (20 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 A. du Crô

# 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:** Eduqas

## Assessment:

Performing – 30%

Composing Music – 30%

Listening and Appraising – 40%

## Course Content:

### Component 1 – Performance

- A minimum of two pieces, lasting a total of 4 minutes, recorded in the year of assessment.
- One piece must be an ensemble lasting at least one minute.
- One piece must be linked to an Area of Study
- The expected level of performance is Grade 3 or equivalent

### Component 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

### Component 3 – Listening and Appraising

- Musical elements, musical contexts and musical language
- 8 questions, 2 on each Area of Study - examination taken at the end of year 11.
  - AoS 1 - Musical Forms and Devices (including a set work)
  - AoS 2 - Music for Ensemble
  - AoS 3 - Film Music
  - AoS 4 - Popular Music (including a set work)

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. Students are also expected to take part in a school-based ensemble.

**Further details available on:** <https://www.eduqas.co.uk/qualifications/music-gcse>

**For further information please contact:** Mr C. Brown

# PHYSICAL EDUCATION

## Course Aims:

We offer AQA GCSE PE. This course offers a progression from the Key Stage 3 Physical Education curriculum and will suit learners who have a keen interest in sport and fitness.

## Summary of Course Structure:

Students will have 6 lessons per fortnight to study this course and this is in addition to their core PE lessons. Lessons 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: 70% Theory and 30% 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%
  - One activity must be an individual sport, one must be team sport plus 1 free choice
- Analysis and Evaluation of Performance: 10%
  - A written piece of work evaluating your own performance in 1 sport of your choice

**Examination Board:** AQA

**Further details available on:** [www.aqa.org.uk](http://www.aqa.org.uk)

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

# PHILOSOPHY, ETHICS and RELIGION

## Course Aims:

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

- Examine the human experience and the contribution that faith can make. 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 a world that is still marred by passive acceptance of injustice and prejudice.
- Empathise and critically engage with a variety of religious experiences. Lessons encourage pupils to interact with the key themes and issues of ethics and religious beliefs.
- 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, greed and war.
- Encounter the big questions on the meaning and purpose of existence.

**Examination Board:** AQA Religious Studies A

## Summary of Course Structure:

**Year 9, term 6:** All students begin their first topic Crime and punishment.

**Year 10:** All students will complete five topics: Christian Beliefs and Practices, Peace and conflict, Religion and Life, Human rights.

**Year 11:** All students will complete two further topics, Buddhist Beliefs and Practices. Full revision and practice of all topics starts in January.

## 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:

### **Paper 1: Religion 50%**

Beliefs and Practices within Buddhism and Christianity.

### **Paper 2: Philosophy and Ethics 50%**

Crime and Punishment

Peace and Conflict

Human Rights

Religion and Life

**For further information please contact:** *Mr J Dye*

## OPTIONS PROCESS DATES

### **Tuesday 6 February**

Option Course Information available to students and parents

### **Wednesday 28 February**

**Deadline for final Option Choices to be submitted**