

Park House School

KS4 CURRICULUM

Year 8 options booklet for courses beginning September 2021



Which way now?

Introduction

This information booklet has been designed to help students, with their parents, to prepare carefully for the transition to Key Stage 4. This is arguably the most important stage in a student's school life to date and so making the correct decisions and choices is of great importance.

As the Department for Education continually introduce modifications to educational systems, examinations and qualifications, it is important that our curriculum at Park House should adapt accordingly so that our students are equipped to compete in the dynamic and competitive workplace of the future.

A clear shift away from modular examinations is now firmly in place and less emphasis is being placed on early-entry GCSE and higher examinations for the more-able, as Higher Education establishments are now focussing mainly on the courses examined terminally at the end of year 11. Moreover, whereas historically students benefited from studying a large number of courses, with the most-able achieving twelve to thirteen GCSEs, there has been a clear shift away from this also.

The clear focus now is on subject choice and the quality of grades obtained. This is evident in two highly significant national educational changes – the growing importance of the English Baccalaureate and GCSE reform.

GCSE reform began with English and Maths and has been phased in in recent years to all subjects. Student who sat their GCSEs in the summer of 2018 onwards were the first to experience the full extent of the reform. All

GCSE courses are new and all follow the numerical grading system. The new GCSEs are designed to be more challenging. The changes to the grading system have been introduced to provide more differentiation between the highest and lowest performing students. The new numbered grades do not translate directly from the old grades A* - G, but approximately the same proportion of students who were achieving a grade C or higher are now receiving a grade 4 or higher, and similarly the same proportion of students who would achieve a grade A or higher are now receiving a grade 7 or higher. Grade 9 is a new grade for very high performing students and is set as the top fifth of the historical A/A* grades. This is shown diagrammatically below.



Grade 5 is the benchmark for a 'good pass' and the bottom of grade 1 corresponds to the historical grade G.

We believe our curriculum offers a wide and varied choice aimed to suit the needs, interests and learning styles of all students. As the curriculum offers more choices, it also has more complexities and so this booklet aims to help in outlining the structure of the curriculum and some key considerations. Please take time to read this booklet carefully and do not hesitate to contact us if you need any further advice or information.

Core Subjects

The National Curriculum requires that all Key Stage 4 students continue to follow certain core subjects, to ensure a programme of work which remains broad and balanced through to the end of Year 11.

The English Baccalaureate was initially introduced in 2011 as a non-compulsory initiative. However, the Government's commitment and drive to increase its participation is now leading to the national expectation that all secondary school students study the English Baccalaureate subjects up to the age of 16, with the exception only of a small minority of pupils. Students identified as having special educational needs associated specifically with literacy and/or language may be deemed exempt from studying an additional foreign language.

Thus, at Park House School the majority of students will study English Language, English Literature, Mathematics, Science, a Humanity subject (Geography or History) and a Modern Foreign Language (French or Spanish) as part of the core curriculum.

All students will participate in Physical Education even if they have not chosen to take an optional sports course. Some will be given the opportunity to follow a Sports Leadership Award in Year 10 and 11.

One lesson a week will be dedicated to Character & Values which will encourage active

debate and consideration around current issues, focussing on the School's 'Values' ethos.

The number of lessons per week dedicated to each core subject, and the equivalent number of GCSEs most students are expected to achieve by the end of Year 11 are shown in the table below.

Subject	No lessons per week			GCSEs
	Y9	Y10	Y11	
English	4	4	4	2
Maths	4	4	4	1
Science	4	4	4	2 [†]
Humanity	2	2	2	1
Language	2	2	2	1
PE	2	2	2	-
C&V	1	1	1	-

†More-able Science students may follow a Separate Science course as part of the option banding, achieving three GCSEs by the end of Year 11.

Finally, our Personal Development Programme (PDP) is also part of our core curriculum which is delivered to students during tutor time. One area of study is careers education. Students are given personalised access to Unifrog, a web-based careers tool, which allows them to research possible career paths that fit in with subjects or known job roles that interest them. They are encouraged to use Unifrog both in school and at home with parents.

The English Baccalaureate



What is the English Baccalaureate?

In the White Paper, *The Importance of Teaching*, published back in October 2010, the Secretary of State announced the introduction of the English Baccalaureate. The English Baccalaureate (or EBacc) is not a qualification but recognises students' achievements across a core of selected, traditional subjects. It was introduced due to government concerns that the number of students receiving a broad education in core academic subjects was too small and decreasing.

The EBacc recognises passes at GCSE in six specific subject areas. These are listed in the table below. Successful students will gain English Baccalaureate status which will be recognised and valued by colleges, universities and future employers.

The English Baccalaureate
GCSE English Language
GCSE Mathematics
GCSE Double Science†
GCSE Geography or GCSE History
GCSE Modern Foreign Language

†for GCSE Biology, GCSE Chemistry and GCSE Physics

In November 2015 the Department for Education published a document relating to the implementation of the English Baccalaureate. It stated that the EBacc will become the default option at GCSE for all students bar a small minority for whom the EBacc may not be appropriate. It is now the expectation that at least 90% of pupils in mainstream secondary schools should be entered for the EBacc.

Optional Subjects

In addition to the compulsory subjects that students study we offer up to three option subjects. Students selecting three optional courses will receive two lessons in Year 9, two in Year 10 and two in Year 11 to complete each course, each resulting in one GCSE or the equivalent.

There are many optional courses to choose from and each one is described in detail in this booklet.

At Park House School we advise students to:

(a) choose subjects that are broad and balanced to keep open their future career and study opportunities and

(b) choose subjects that they have a genuine interest in as these are the subjects they are most likely to work enthusiastically in and succeed at.

It is important that students consider their subject choices carefully. We would expect students to select subjects appropriate with their own abilities and interests. The selection process will be monitored closely, and students may be given guidance and support if deemed necessary.

Students entering Year 9 in September 2021 will need to complete an Options Form by Monday 15th March 2021. An example of the proposed banding is shown at the back of this booklet. **Please note, option forms will be electronic this year, sent to students via email on Monday 1st March 2021.**

For most students, the form requires an identification of three subjects in priority order

as well as a reserve subject in each option band. Forms cannot be submitted without the required number of reserve options and will be returned to students to amend.

As with any options scheme there is the possibility that some students will not be able to take all the subjects they choose. Some subjects may be oversubscribed, some combinations may not be possible, but we aim to keep these problems to a minimum. There must also be a viable number of students requesting an option in order for it to run. It is therefore vital that students take their choice of reserve subjects very seriously. Options Forms cannot be accepted without reserve subjects indicated.

Some helpful questions to consider when choosing optional courses ...

1. Am I good at the subject?
2. Do I enjoy the subject?
3. Will the subject give me good opportunities when I leave school?
4. Do I fully understand what is expected of me if I take the subject?
5. Am I prepared to work hard at the subject and show commitment for the next three years?
6. Does the subject involve a lot of coursework or mainly exams? Which of these will I be most successful at?
7. Am I choosing the subject because I like the teacher? (You may well have a different teacher next year)
8. Am I choosing the subject because my friends are doing it? This is about YOUR future not theirs.

Important Dates



The support programme arranged to assist students and parents in making option choices is as follows:

January

Key Stage 4 Curriculum booklet issued. Students are encouraged to read the booklet with their parents and ask questions during their Teams sessions with their form tutor or during their Teams lessons with their subject teachers.

Friday 5th February

Year 8 Interim Reports released.

1st – 26th February

Identified students will be invited to attend one-to-one Guidance Interviews (Teams).

Students and parents can also request an interview to help with their decisions.

Year 8 Virtual Options & Parents' Evenings

Parents and students will have the opportunity to:

Part 1: Thursday 11th February, 4:30 - 7:30 pm

- Watch a virtual presentation from Dr Davis about the options process.
- Speak to teachers of core subjects (via telephone) to discuss progress in the usual Parents' Evening format.
- Watch virtual presentations from each option subject.
- Sign up for appointments to speak to option subject teachers.

Part 2: Tuesday 23rd February, 4:30 - 7:30 pm

- Speak to teachers of option subjects (via telephone).

22nd – 26th February

GCSE information week. Year 8 teachers of option subjects will deliver live Teams lessons about GCSE expectations in their normal teaching slots. The lessons will cover general details about the course, the type of assessments, any 'extras' e.g. fieldwork, as well as a question and answer session. Students are encouraged to ask lots of questions.

1st – 5th March

Students will be given the opportunity to attend live Teams 'taster' lessons for the subjects that have not been studied in Key Stage 3.

Monday 15th March

Option Form submission deadline.

Help & Support



All students are expected to talk with their parents, form tutor and subject teachers before making their final decisions. Heads of departments are available to offer advice when necessary.

Other key members of staff include:

- Mr Jones, Head of Learning for Year 8
- Mr Miller, Careers Coordinator
- Miss R Dewsbury, Assistant Headteacher and Special Educational Needs Coordinator
- Mr R Golding, Assistant Headteacher Director of Studies for Key Stage 3
- Dr N Davis, Assistant Headteacher Director of Curriculum



Why is it important to hand in my options form on time?

The options available to students who submit their forms later than the deadline may

become restricted as classes become full. Students who know that they will be absent on the deadline should hand in their form early or post it so that it arrives on time.



What if I change my mind after I've handed in my form?

It will still be possible to request alterations to choices made. Students should make an appointment to speak to Dr Davis. Changes will depend on

- a. the new combination of subjects requested being available within the system devised and
- b. class sizes.



When will I find out what options I've got?

Students are usually notified at the start of term 6.



What if I realise, I've chosen the wrong subject when I begin my course in Year 9?

Students who feel they may have chosen a wrong option at the beginning of Year 9 should make an appointment to speak with their Head of Learning. Changing courses may be possible within the first few weeks but will depend on a number of factors, some of which are outlined above. Later changes will be discussed on an individual basis.

English

Head of Department

Miss N Hutchings

CORE

The majority of students will study two GCSEs: English Language and English Literature. These students will be awarded two distinct GCSE qualifications upon successful completion of both courses. Some students will be entered for a single GCSE qualification in English Language.

GCSE English Language

GCSE English Literature

Awarding Body: Eduqas

Possible Grades: 9-1



Course Outline

Year 9 – GCSE Foundation Course

The curriculum has been specifically designed by the English Department to provide students with a thorough grounding in the skills and knowledge they need to successfully embark on their studies in Year 10. They will develop their ability to analyse, evaluate and make informed judgements. The themes to be studied include topical issues and causes which is an opportunity for students to exercise their persuasive language skills. They will also study: a novel, a play by Shakespeare, poetry, transactional writing and creative writing. These provide the building blocks for students' work at GCSE.

Year 10 & 11

GCSE English Language is split into three components:

- Reading with insight, inference, identifying and understanding how writers use language to achieve their effects.
- Writing clearly for different readers and purposes, using paragraphs and a range of sentence structures with accurate punctuation and spelling.
- Speaking and Listening

GCSE English Literature responds to and compares literary texts, explores how language contributes to meaning and relates texts to their social and historical context. The texts studied are Poetry Anthology (Eduqas), Romeo and Juliet, An Inspector Calls and The Strange Case of Dr Jekyll and Mr Hyde.

Assessment

There are two terminal exams for English Language:

1. 20th Century Literature Reading and Creative Prose Writing (40%, 1 hour 45 min)

Examines the students' ability to analyse a short fiction text for language, structure and meaning. Section A (20%) is reading and section B (20%) is prose writing; they have to produce a creative piece choosing from four possible titles.

2. 19th and 21st Century Non-fiction reading and Transactional/ Persuasive Writing (60%, 2 hours)

Requires students to analyse and compare two non-fiction texts, one from the 19th Century, the other from the 21st Century. Section A is reading (30%) and section B is transactional and persuasive writing (30%).

3. Spoken Language Non-exam assessment

One presentation/speech to an audience plus questions from the audience

There are two terminal exams for English Literature.

1. Shakespeare and Poetry (40%, 2 hours)

Section A on Shakespeare (20%). One extract question and one essay question. Section B on Poetry from 1789 to the present day (20%). Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

2. Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry (60%, 2 hour 30 min)

Section A on post 1914 Prose/Drama. One source-based question on a text (20%). Section B on 19th Century prose. One source-based question on a text (20%). Section C on unseen poetry from the 20th/21st century. Two questions on unseen poems, one of which involves comparison (20%).

Specification links:

<https://www.eduqas.co.uk/qualifications/english-language/gcse/eduqas-gcse-english-language-from-2015-e.pdf>

<https://www.eduqas.co.uk/qualifications/english-literature/gcse/eduqas-gcse-english-literature-spec-from-2015.pdf>

Mathematics

Head of Department

Miss H Ball

CORE

Mathematics gives students the opportunity to improve their skills acquired in KS3 and also learn about new and exciting topics. In Mathematics, students will be entered into either higher or foundation tier and this will be decided in year 11. The most able students will also be taught statistics in their maths lessons and will receive an extra GCSE in statistics.

GCSE Mathematics

Awarding Body: Edexcel

Possible Grades: 9-1

Course Outline

The curriculum is split into 6 sections. These are Number, Algebra, Ratio and Proportion, Geometry and Measure, Probability and, Statistics. There is more of an emphasis being placed on problem solving and developing fluent knowledge with students no longer being given any formulae in the exam. There has been a shift of a number of key topics from Higher tier to Foundation tier such as Trigonometry, factorising quadratics and compound interest.

Number includes:

Knowledge of basic arithmetic; efficient use of a calculator; solving problems involving fractions, decimals and percentages

Algebra includes:

Manipulating algebraic expressions; solving equations; linking equations to their graphs.

Ratio and Proportion includes:

Sharing in given ratios; rates of change; converting units

Geometry and Measure includes:

Using angle and other geometrical facts; working with areas and volumes; understanding transformations and some trigonometry.

Probability includes:

Venn diagrams; Tree diagrams; Sample space diagrams

Statistics includes:

Ways of collecting, recording and analysing data; using averages and ranges; drawing and interpreting different statistical graphs

Lessons will involve a variety of activities and tasks. Students will sometimes work individually and at other times in pairs or small groups. Staff use practical activities and ICT to help make the lessons interactive and enjoyable.

Assessment

Written examination: 100%

Terminal examinations consist of three papers, one non-calculator and two with calculator.



Specification link:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

We also subscribe to www.mymaths.co.uk so students can access help and support there.

Science

Head of Department

Mr O Aribigbola

CORE

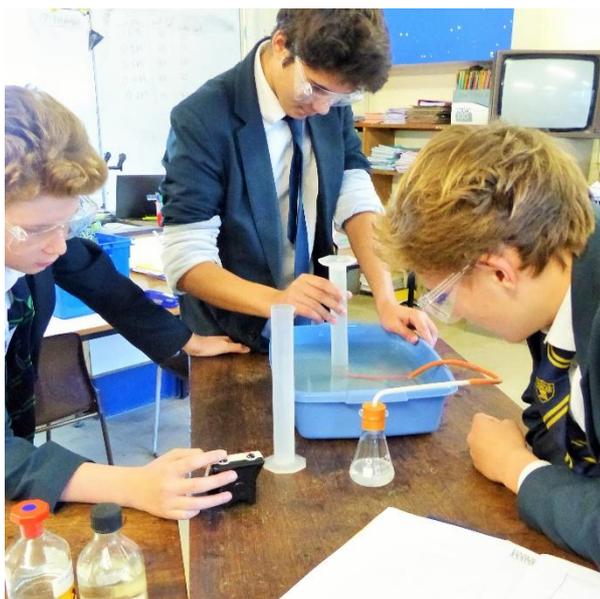
Science helps our understanding of the world around us. Everything we know about the universe, from how trees reproduce to what an atom is made up of, is the result of scientific research and experiment. Human progress throughout history has largely rested on advances in science. From our knowledge of gravity to cutting-edge medicines, students of Science have shaped our modern world.

Most students will study the Combined Science Trilogy GCSE course and will receive a double-weighted GCSE grade at the end of year 11. A selected group of the more-able students may follow the Triple Science course that leads to separate GCSEs in Biology, Chemistry and Physics (see later in the options section of the booklet).

GCSE Combined Science: Trilogy

Awarding Body: AQA

Possible Grades: 9-1



Course outline:

Biology topics:

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology

Chemistry topics:

Atomic structure and periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change,

Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources

Physics topics:

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure

Assessment:

Written Assessment: 100%

The students will sit six equally-weighted papers, each lasting 1 hour 15 minutes, all at the end of year 11. There will be higher and foundation tier papers.

There is no course work for this course. Students will carry out sixteen practicals throughout the three years and any of these can be assessed on the written papers.

Specification link:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Recommended textbook: GCSE Combined Science for AQA 9-1 (CGP 2016)



Geography

Head of Department

Mr A Davis

CORE

Geography gives students a chance to develop and use a range of skills including research, data collection, presentation and analysis. It is our aim to ensure that the students develop a well-balanced knowledge and understanding of the issues that are influencing the world we live in today. Students are encouraged to develop their own values and attitudes for a wide range of subjects as well as being sympathetic to the views of others.



GCSE Geography

Awarding Body: OCR

Possible Grades: 9-1

Course Outline

The course is organised into three components:

Living in the UK Today

Students investigate the dynamic and diverse geography of the UK, drawing on a range of themes to explore the changing but distinctive physical and human environments, the processes which drive them and the challenges they create. The content is divided into three themes: Landscapes of the UK; People of the UK; UK Environmental Challenges.

The World Around Us

Students explore the complexities of the planet and the interconnections that take place, drawing on a range of themes to examine the changing, dynamic nature of physical and human environments, the role of decision makers and the sustainable nature and management of these environments. The content is divided into three themes: Ecosystems of the Planet; People of the Planet; Environmental threats to our Planet.

Geographical skills

These fundamental skills allow students to 'think geographically'. They are integrated into all aspects of the two content components and are also examined

specifically at the end of the course. The skills provide a basis for further study and research as well as being core skills for the world of work. Areas include: map work; graphs and charts; numerical and statistical skills; and how to interpret, analyse, evaluate and recognise bias in texts and visual sources.

Fieldwork

Students undertake two fieldwork studies to develop their skills and knowledge, allowing them to gain new geographical insights and to appreciate different perspectives on the world around them. The course begins with an Urban Fieldwork study in the Christmas term of Year 9 and a Coastal Fieldwork study in the Summer of Year 10.

Assessment

Written examination: 100%

There will be three terminal examinations at the end of Year 11

- Living in the UK Today – 1 hour – 30%
- The World Around Us – 1 hour – 30%
- Geographical Skills – 1 hour 30 minutes – 40%

Specification link:

<https://www.ocr.org.uk/Images/207306-specification-accredited-gcse-geography-a-j383.pdf>

Recommended textbook: Geography A Geographical Themes: OCR 9-1 (Hodder 2016)

History

Head of Department

Miss E Davis

CORE

Studying the past may just brighten your future! Apart from being interesting, History is very useful. Employers who see that you have a qualification in History, know certain things about you. They will know that you have taken on certain skills which can be applied to all sorts of situations. They will know that you can understand how people tick, what motivates them, what they think and feel; you are able to gather and read different kinds of information; you are able to look carefully at this information and check it for bias and propaganda; you are able to communicate clearly and have learned to express yourself clearly both verbally and on paper.

History is popular at GCSE and should be taken by students who enjoy it. The History Department is a very successful department with over 85% of all students achieving an A - C grade over the last 5 years (in the context of the new grading system, this would represent grades 9-5). Many of our GCSE students go on to take History at A-level and to degree level.*

GCSE History

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

Paper 1: A study of the period 1919-1939 focusing on peace-making after WWI, the League of Nations, and the origins and outbreak of WWII.

Paper 1: A study of Germany between 1890-1945 focusing on the concepts of democracy and dictatorship.

Paper 2: A study of the health of the British people from the medieval period to the modern day.

Paper 2: A study of Elizabethan England, c1568-1603, focusing on the significance of a place of

historical interest to the period, e.g. the Globe Theatre.

Assessment

Written examination: 100%

There will be two 2 hour examinations at the end of the GCSE course each contributing 50%.

Specification link:

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

Recommended textbook: GCSE AQA History for the Grade 9-1 Course (CPG 2016)



JUST AS HISTORY HAS MADE OUR WORLD WHAT IT IS, HISTORY CAN ALSO BE PART OF YOUR FUTURE

Modern Foreign Language

Head of Department

Mr S Oxley

CORE

(If you enjoy communicating with other people and learning about different countries and cultures, studying a language is an excellent choice for you! The international dimension to your GCSE subjects is something many future employers and higher education providers look for. You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies. You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

German is included in the option bands for those students hoping to follow **two** language GCSEs.

GCSE French, Spanish or German

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

The GCSE course is based on a range of relevant contemporary and cultural themes. Each theme is then broken down into topics and sub-topics, they are:

- Identity and culture
- Local area, holiday, travel
- Future aspirations, study and work

Students will:

- Develop their ability to communicate confidently with native speakers in speech and writing
- Develop awareness and understanding of the culture and identity of the foreign country
- Develop language learning skills for immediate use and to prepare them for further language study

Assessment

- Speaking (1:1 examination) 25%
- Listening (written examination) 25%
- Reading (written examination) 25%
- Writing (written examination) 25%

The GCSE consists of four externally examined papers. Each paper is available at Foundation tier or Higher tier: Students must be entered for a single tier across all papers. All assessments will be completed at the end of year 11.

Language lessons require active participation and a willingness to spend quality time on homework and independent study. There may be the opportunity to take part in an overseas trip or to build email links with schools in France or Spain.



Specification and textbook links:

GCSE French website link

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

GCSE Spanish website link

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

GCSE French useful website link:

<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>

Studio AQA French Foundation ISBN 9781292117751

Studio AQA French Higher ISBN 9781446927199

<https://www.bbc.co.uk/bitesize/subjects/z4dqxnb>

Viva AQA Spanish Foundation 9781292118956

Viva AQA Spanish Higher 9781292118963

Physical Education

Head of Department

Mr D Tree

CORE

All students, including those who do not select Full Course GCSE PE, GCSE Dance or BTEC Sport as part of their options will continue to study Core-PE for two hours a week throughout Key Stage 4. A practical course is followed throughout Year 9, 10 and 11s. As students progress into Key Stage 4, lessons and groupings are targeted at engagement, with enjoyment at the heart of delivery.

YEAR 10-11 PATHWAYS:

Health and Fitness for life

This is a non-examined course which provides a framework in which the students can continue to develop physically, mentally, socially and emotionally through a wide range of traditional and alternative PE experiences. Students have the opportunity to gain knowledge, enhance physical health and fitness, and acquire skills which promote a healthy lifestyle and enable lifelong involvement in physical activity.

Example activities include: Invasion games, Badminton, Wellness Centre, Outdoor pursuits, Table Tennis, Basketball, Yoga, Zumba, Stretch and Tone, Dance, Tennis, Rounders, Softball, Tennis, Dodgeball, Athletics, Trampolining, Fitness.

Sports Leadership

Responsible and keen students for whom it is deemed appropriate may have the chance to partake in a Sports Leadership course in Y10 or Y11.

Course Outline

The Park House Sports Leadership course provides the ideal starting point for young people who want to begin developing their sports leadership skills. The skills learnt can be applied to a variety of sporting activities as well as contributing to the students' personal and social education.

Students demonstrate through practical activities knowledge and understanding of leading young children in a safe, secure and fun environment.

There are many benefits of the Sports Leadership Award for students which include:

- A fun and practical course that focuses on leading rather than technical ability.
- Potential stepping stone into employment, further education or training.
- A good foundation to progress onto other Sports Leaders UK awards or qualifications, and/or a National Governing Body award.
- Develops generic leadership skills that will be vital in other areas of life.
- Allows those who are not sports superstars to take a full and active role in sport and physical activity.
- Increased self-confidence that comes through taking responsibility for own and others learning and enjoyment.



Optional Courses

Subject information has been prepared by Heads of Department describing the type of course and method of assessment within their subject area. Students should study the information carefully and discuss queries and concerns with their subject teachers.

Art & Design

Head of Department

Ms R Suchanova

Whether you love photography, graphic design, painting or any other art-related discipline, career options are limited only by your imagination. Art education propels people towards creative and unexpected destinations – many of which have not even been discovered yet! Even if you are not thinking of an Art related career there is a strong link between the arts, because of the creative thinking skills you develop, and educational success. GCSE Art and Design could lead onto A Level Art, Design or Photography, needed for art related degree courses, but also recognised for University entrance along with other A Levels.



GCSE Fine Art

Awarding Body: AQA

Possible Grades: 9-1

Course Outline

Year 9 students follow a structured programme of work. They start with a series of workshops to improve their technical skills in painting and drawing, sculpture, ceramics, graphics and photography. They then work on one extended unit of coursework.

Year 10 students continue to develop their skills, use of portfolios and ability to work independently.

Year 11 students have the opportunity to work in a specialist area on an extended personal unit.

Critical Studies

The study of both contemporary and past artists and work from other cultures forms the backbone to the course and students are expected to produce written work as part of their classwork and homework.

Assessment

Coursework 60%

Practical Examination 40%

Students are assessed on all work produced. Homework is directly linked to classwork and is submitted as part of their coursework units. Students should produce approximately two hours of homework per week.

At the end of the course the portfolio and the extended unit are submitted and students undertake a ten-hour practical exam, with six weeks preparation time. Students are graded on four assessment objectives: Recording from observation and imagination; analysing and evaluating images; developing and exploring ideas and media; realising intentions.

Specification link:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Recommended textbook: None at present.

Business

Head of Department

Mr D Norris

The philosophy of this specification subject the belief that the study of business studies should require students both to understand the dynamic environment in which business operates and to appreciate the many and varied factors which impact upon business activity and business behaviour. Students will work towards an understanding of the issues facing UK business in the 21st Century. The course allows students to progress either directly into employment, or to study for an Advanced level qualification.

GCSE Business

Awarding Body: AQA

Possible Grades: 9-1

Course Outline

The course is designed to focus on business in the real world and the influences, both internal and external upon it. The four functional areas of; operations, human resources, marketing and finance will be examined in detail for students to appreciate exactly what is required to make and sustain a successful business.



Assessment

Written examination: 100%

There will be 2 written papers of 1 hour 45 minutes of 90 marks each. Each will be worth 50%.



These will consist of:

- Section A 6 MCQ's worth 1 mark each, 2 short answer questions worth 2 marks each – 10 marks
- Section B case study/data response including extended writing – 8-10 compulsory questions – approx. 40 marks
- Section C – case study/data response including extended writing and synoptic question – 8 compulsory questions approx. 40 marks

Each case study will focus on different types and sizes of business. There will be reading time allowed for the paper.

Specification link:

<https://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF>

Recommended textbook: AQA GCSE (9-1) Business by Surridge and Gillespie (Hodder 2017)

Computer Science

Head of Department

Mrs S Gosling

Computer Science develops logical thinking and problem-solving skills and is a highly-regarded qualification for future career opportunities in the 21st Century. Students will study how computers work, network security, the ethical, legal, cultural and environmental impact of digital technology alongside developing their skills in programming using the programming language Python.

The course develops valuable thinking and programming skills that are extremely attractive in the modern workplace.

GCSE Computer Science

Awarding Body: OCR

Possible Grades: 9-1



Course Outline

The course combines the practical problem solving and programming methods with the theoretical knowledge of computer hardware and software. The skills of programming will be built up in a structured manner and assessed through practical application, programming challenges and in the Unit 2 examination. The computer systems examination will assess a range of knowledge such as the central processing unit, threats to data security, computer networks as well as legislation, ethical and environmental issues.

Assessment

Written examination: 100%

- Unit 1 Computer systems – Terminal examination - 1 hour 30 mins – 50%
- Unit 2 Computational thinking – Terminal examination – 1 hour 30 mins – 50%



Specification link:

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Recommended text: OCR Computer Science for GCSE Student Book (Hodder 2016)

Dance

Head of Department

Mrs R Mawazini

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life” Richard Alston CBE

GCSE Dance

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

- Students who study GCSE Dance will be encouraged to:
- learn to choreograph, perform and appreciate dance as an art form
- respond creatively and imaginatively to a range of stimuli, solve problems, communicate ideas and learn to understand a variety of choreographic forms and devices
- develop physical, technical, mental and expressive skills in performance
- analyse, interpret, evaluate and appreciate professional dance works
- work collaboratively with others whilst developing knowledge, skills and understanding of health, well-being and safe dance practice

Assessment

Written examination: 40%

Practical: 60%

Component 1: Performance and choreography

- Set phrases through a solo performance of approximately one minute in duration
- Duet/trio performance (three and a half minutes duration)
- Solo or group choreography

This is internally marked within school and externally moderated by AQA.

Component 2: Dance appreciation

- Written examination 1 hour 30 minutes

What is assessed?

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

Throughout the course, pupils will be encouraged to see a wide range of dance performances and to take part in live performance within a theatre. Pupils will also be expected to join a school dance club or extracurricular class outside of lessons to further develop their dance experience and training.



Specification link:

<https://www.aqa.org.uk/subjects/dance/gcse>

Recommended textbook: None at present

Drama

Head of Department

Miss H Baron

GCSE Drama is an exciting and demanding course which requires dedication and self-discipline. It provides an excellent opportunity for students to develop their creative and analytical skills and provides the appropriate foundation for further study in the Expressive Arts. There is a financial cost involved with this course as we try to go and see a live production at least once a year.

GCSE Drama

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

The course comprises of three components.

Component 1: Understanding Drama (40% of GCSE)

This component is assessed through a written exam taken at the end of year 11. Split into three sections, the exam will test your knowledge of a set text, your views on a live production seen as well as your basic understanding of the theatre and how it works.

Component 2: Devising Drama (40% of GCSE)

This component is coursework and will be assessed through a devising log (60 marks) and a devised performance (20 marks). You will be required to show your understanding of the process of creating theatre as well as your ability to analyse and evaluate your work.

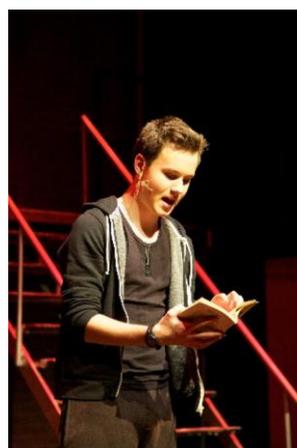
Component 3: Texts in Practice (20% of GCSE)

This is an entirely practical component that results in a performance in front of a visiting examiner. You will perform two different extracts from one published play of your choice. This element will require you to learn lines, make artistic decisions and through your

performance of each extract, show you have a clear understanding of the play as a whole.

Successful drama students will need to be:

- Confident in order to perform your work to an audience;
- Responsible as you will work as part of a team;
- Sensitive towards the needs of others in your group;
- Committed as you will have to attend rehearsals and work independently of your teacher;
- Motivated as you will have to work on projects over a long period of time;
- Creative in order to come up with ideas for your drama;
- Reliable as you will be required to work hard in all lessons.



Assessment

Examination 40%

Coursework 40%

Practical Examination 20%

Specification weblink:

<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Recommended textbook: AQA GCSE Drama

Food & Nutrition

Head of Department

Miss S Morgan

This course is designed to equip learners with the knowledge, understanding and skills required to cook and apply the principals of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously. Through a combination of practical, experimental and written work students will also acquire an in-depth understanding of the physical changes that occur when food is cooked, the impact that this has upon the nutritional profile of different foods in order to apply this knowledge to a range of different situations.

GCSE Food Preparation & Nutrition

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

By the end of the course students will be able to:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a range of food commodities, using different techniques and equipment as well as microbiological food safety considerations
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Understand and explore a range of ingredients and processes from different culinary traditions to inspire

new ideas or modify existing recipes.

- In addition to the curriculum content, students will also develop a wide range of other skills: Team work; Time management; Organisation; Problem solving; Independence.

Assessment

Written examination: 50%

Non-exam assessment: 50%

The formal written examination is a 1 hour and 45 minutes long, taken in the summer of year 11.

The non-examination element consists of two tasks: a scientific food investigation, assessed with a written report (15%) and a 3 hour food practical preparation assessment including a portfolio of evidence (35%).



Specification link:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Recommended textbook: New 9-1 GCSE Food Preparation & Nutrition (CGP 2018)

https://www.youtube.com/playlist?list=PLXVI8Mt9AJ_qII4FVE41vterGuB87YZT1

Health & Social Care

Head of Department

Miss M Lockett

This is an ideal qualification for students who want a broad background in Health and Social and who like the idea of studying a course which is work related. It can contribute towards meeting entry requirements for training in areas such as: all areas of nursing, midwifery, occupational therapy, physiotherapy, social work, teaching, working with people with additional needs, nursery nursing and care work.

BTEC Level 2 Tech Award in Health & Social Care

Awarding Body: Pearsons

Possible Grades:

Distinction*, Distinction, Merit, Pass



Course Outline

Unit 1: Human lifespan development (INTERNAL ASSESSMENT)

- Explore human growth and development across life stages and the factors that affect it.
- Investigate how individuals deal with life events

Unit 2: Core Unit: Health and Social Care Services and Values (INTERNAL ASSESSMENT)

- Explore the different types of health and social care services and barriers to accessing them.
- Demonstrate care values and review own practice.

Unit 3: Health and Wellbeing (SYNOPTIC EXTERNAL ASSESSMENT)

- Demonstrate knowledge and understanding of factors that affect health and wellbeing
- Interpret health indicators
- Design a person-centred health and wellbeing improvement plan
- Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

Assessment

External Assessment: 40%

Internal Assessment: 60%

Specification link:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

Recommended textbook: BTEC Tech Award: Health and Social Care Student Book (Pearson 2017)



Media Studies

Head of Department

Mr H Marshall

Media Studies allows students to explore the worlds of film, television, journalism and advertising in both theoretical and practical ways. In today's society we are constantly bombarded by media texts: from TV shows to magazines, computer games and adverts; through our mobile phones, televisions and the internet. Practically everywhere we look we are subjected to the influence of the media. At GCSE students will be taught using industry standard software and techniques, and will learn production skills expected of professionals to create their coursework portfolios.

GCSE Media Studies

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

On this course students will learn how media texts are created, and more importantly, how and why they affect so many of us. They will learn how the media makes use of technology to create and distribute the products that we all know and love so much. Students will investigate how audiences receive and react to the messages, and the motives of the people behind the media.

Starting with the four key concepts (Media Language, Media Audiences, Media Industries and Representations), students will learn the processes and ideas which drive the media before moving on to practical work including photography, film making, audio recording, print publications and much more. Students will have to explore a range of set close study products provided by the exam board.

Assessment

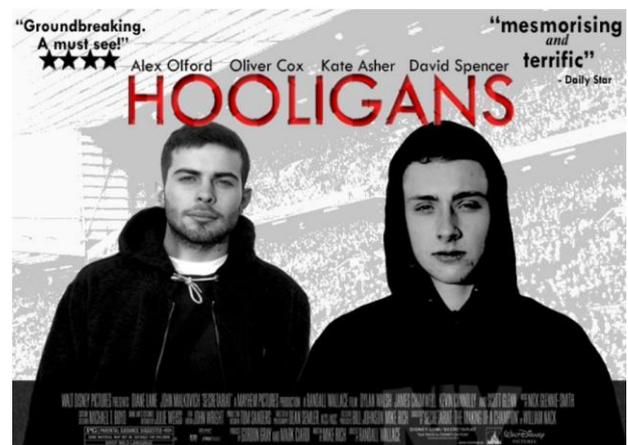
Written Examination 70%

Coursework 30%

Unit 1: Exam – 1.5hrs 35% – Focuses on all of the four Key Concepts: Media Language, Media Industries, Representations and Audiences. Contains a series of multiple-choice questions followed by several short answer responses, ending with one extended response question.

Unit 2: Exam – 1.5hrs 35% – after a screening of an extract from one of the CSP's, students will have to respond to several questions.

Unit 3: Controlled Assessment – 30% – Students will research, plan and created their own media product. They will be able to choose from a selection of topics based on an annually changing theme. This takes place in class during Year 11.



Specification link:

<https://filestore.aqa.org.uk/resources/media-studies/specifications/AQA-8572-SP-2017.PDF>

Recommended textbook: AQA GCSE Media Studies: Student Book (ISBN 1408504111)

Music

Head of Department

Mrs K Cooper

You should choose GCSE Music if you enjoy performing and composing music and want to develop your understanding of different musical styles. Music students would be expected to be part of Choir or Stage Band and to listen to a wide variety of music from different styles and ethnic backgrounds. Music is a subject that demands self-discipline and it will be essential that you spend time out of lessons practising your instrument and using the computers and/or recording equipment. It is advantageous that students receive instrumental lessons to support their studies and are able to play an instrument to at least grade 4 by year 11.

GCSE Music

Awarding Body: EDEXCEL

Possible Grades: 9-1

Course Outline

During the first of the three years, all students will follow an enrichment programme of study to develop the three skills of Performing, Composing and Listening/Appraising as well as introducing the different aspects of music technology. In Years 10 and 11, students will be introduced to the set-works and continue to develop their analytical skills alongside practical performance work and composition skills.

All students will develop performing skills individually and in groups; develop composing skills to organise musical ideas; develop awareness of a variety of instruments, styles and approaches to performing and composing; recognise contrasting genres, styles and traditions of music; and develop awareness of music technologies and their use in the creation and presentation of music.



Assessment

Written examination: 40%

Controlled assessment: 60%

Performing (30%)

Practical exam March of Year 11

A solo performance (15%) and an ensemble performance (15%)

Composing (30%)

Controlled assessment throughout Year 11.

Two compositions. One written to a brief set by the exam board, the other composition chosen by the student.

Listening (40%)

Written examination (1 hour 15 min) at end of Year 11 based on set works: Instrumental Music 1700 - 1820, Vocal Music, Music for Stage and Screen and Fusions

Specification link:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Recommended text: GCSE Edexcel Music for the Grade 9-1 Exams (CGP 2016)

Photography

Head of Department

Ms R Suchanova

The Creative Industries have been growing three times as fast as the national economy.' (Financial Times) Photography is an exciting course which will suit organised students who enjoy being creative. Even if you are not thinking of an Art related career there is a strong link between the arts, because of the creative thinking skills you develop, and educational success. GCSE Photography could lead onto A Level Art, Design or Photography, needed for art related degree courses, but also recognised for University entrance along with other A Levels.



GCSE Photography

Awarding Body: AQA

Possible Grades: 9-1

Course Outline

Year 9 students are taken through all the basics of photography from camera techniques, darkroom use to digital manipulation. During the first project of the course, Photograms, students become familiar with the use of enlargers and darkroom. They then move on to basic camera use, developing film and printing using traditional darkroom techniques. This is then followed by an extensive digital photography section to grasp firm understanding of Photoshop editing and manipulation.

In year 10, students focus on the effective use of research to aid their own creativity and independent ideas. The study of both contemporary and past photographers is a vital part of the course and students are expected to produce written work as part of their classwork and homework. Each project builds on skills and techniques, until students are confident with a range of photographic processes and can start to direct their own work.

In year 11 students will bring all their hard work to fruition and showcase their skills in an extended personal unit of their own choosing.

Equipment and resources:

Your own camera is not necessary but would be an

advantage. Some consumables will be provided for free, however, students will be expected to cover some of the cost throughout the course. Full list and prices will be provided before the start of the course. Students will be issued with Adobe Creative Cloud account to enable them to continue their work at home.

Assessment

Coursework 60%

Practical Examination 40%

Students are assessed on all work produced. Homework is directly linked to classwork and usually follows on from the lessons, requiring students to present the work they have produced in their lesson time. It takes approximately 2 hours per week.

At the end of the course the portfolio and extended personal unit are submitted and students undertake a ten-hour exam with a designated period of time for preparation.

Students are graded on four assessment objectives: recording from observation and imagination; analysing and evaluating images; developing and exploring ideas and techniques and realising intentions.



Specification weblink:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Physical Education

Head of Department

Mr D Tree

Students choosing to study GCSE PE should either have further study in Physical Education or a related subject in mind. They must also enjoy and more importantly have an aptitude for the subject and wish to study it in greater depth. Students must be aware that there is a rigorous academic component to this course and a need for strong physical skills and a firm commitment to PE and Games. A commitment to extra-curricular school sport and representative teams is essential.

GCSE Physical Education

Awarding Body: AQA

Possible Grades: 9-1



Course Outline

The GCSE Physical Education course provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of both, individual and team sports to be assessed in as a performer.

Students have the opportunity to develop a practical set of key skills, including analysing and evaluating performance, suggesting effective plans for improvement, dealing with pressure, split second decision-making, interpreting and analysing data, and more.

Students will learn about principles behind training and the different forms that are available to

improve all aspects of their own performance. They will study different influences in society that affect PE and sport in its wider sense.

Homework will be set on a regular basis in both theory and practical lessons. This is an integral part of the course which helps students gain greater insight into the work covered.

Assessment

Written examination 60%

Coursework: 40%

The assessment will be in two parts.

A centre based assessment of three practical activities as a performer and one analysis of performance worth 40% together.

Two final written examinations of 1¼ hours duration worth 60% which is set and marked by the examining body.



Specification link:

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582>

Recommended textbook: AQA GCSE 9-1 PE (Hodder 2016)

Psychology

Head of Department

Mr R Elliott

Psychology can be defined as, '...the scientific study of the mind and human behaviour'. The subject involves studying both human & non-human behaviour in an attempt to understand how we think, act, react & interact. It is concerned with all aspects of behaviour & the thoughts, feelings & motivations behind such behaviour. In a sense, you are already a psychologist: we all are. We are all interested in what makes people tick and how they think, and how this understanding can help us solve major problems in society. This course is therefore intended for anyone curious about themselves & others around them. By studying psychology, you will have a better understanding of the mental processes that govern our behaviour. The course could lead onto A Level Psychology which is recognised for university entrance along with other A levels.

GCSE Psychology

Awarding Body: AQA

Possible Grades: 9-1

Course Outline

Students will follow a structured programme of work based that allows them to design & conduct informal classroom research using a variety of different methods. They will be given the opportunity to analyse data collected in investigations & draw conclusions based on their findings.

Paper 1 – Cognition and behaviour

This involves studying the following topics: Memory, Perception, Development, Research methods

Paper 2 – Social context and behaviour

This involves studying the following topics: Social influence, Language, thought and communication, Brain and neuropsychology, Psychological problems.



Assessment

Written Examination 100%

Two 1 hour 45 minute external examinations take place in the summer of Year 11, both contributing 50% to the GCSE.

Students are assessed on a regular basis throughout the course. Homework is directly linked to classwork in order to consolidate that what has been learnt in the lesson. This may take a variety of forms, including past paper questions, note-taking & preparatory work for the next lesson.

Specification link:

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

Recommended textbook: AQA Psychology for GCSE: Student Book (Illuminate Publishing 2017) - Cara Flanagan et al



Sport, Activity and Fitness

Head of Department

Teacher i/c Ms E Rowland

This course is suited to students who have a strong interest in sport and who want to follow a career in the Leisure and Fitness industry, perhaps as a coach or, fitness instructor. This course focuses on a range of skills including written, verbal and physical presentation of information. Students are assessed continuously over the three years in addition to a written exam in Year 11. It is therefore essential that students are able to learn, recall and apply knowledge in exam situations, organise their time and meet deadlines, work cooperatively in groups and work with passion and enthusiasm.

BTEC Level 2 Tech Award: Sport, Activity & Fitness

Awarding Body: EDEXCEL

Possible Grades: Level 2 Distinction – Level 1 Pass



Course Outline

- Component 1: Understanding the body and the supporting technology for sport and activity. (Coursework x3)
- Component 2: The principles of training, nutrition and psychology for sport and activity. (Exam)
- Component 3: Applying the principles of sport and activity. (Coursework x3)

Study methods: classroom teaching, practical lessons, project work both short and long term,

visits, guest speakers, ICT to analyse performance and produce coursework assignments.

Assessment

Written examination: 33%

Coursework: 67% (internal assessment)



Specification link:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-activity-and-fitness.html>

Recommended textbook:

BTEC Tech award in Sport, Activity and Fitness:
Oxford Press

Revise BTEC Tech Award Sport, Activity and Fitness
Revision Guide: Pearson

Statistics

Head of Department

Miss H Ball

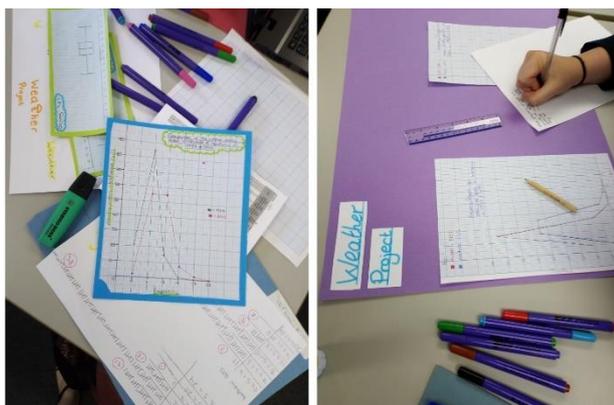
In statistics, students will have the opportunity to use statistical techniques to analyse real life data. They will be able to identify trends through carrying out calculations and data visualisation techniques. By studying this course, students will have greater opportunities in working life as many employers look for people who can analyse data.

Note that Statistics as an option course is not available to the most able maths students, as they will be studying GCSE Statistics as part of their core curriculum.

GCSE Statistics

Awarding Body: Edexcel

Possible Grades: 9-1



Course Outline

The course is split into three sections. These are the Collection of data, Processing, representing and analysing data and Probability. Students will get to explore these different areas through the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as populations, climate and sales.

Students will have to opportunity to look at suitable ways to collect data. They will then get to explore what are appropriate sampling techniques and the benefits of each. These techniques can link to other subjects across the curriculum, such as the sciences, geography, business and psychology.

In processing, representing and analysing data, students will get to look at different types of graphs; they will understand ways that data can be organised, processed and presented, including statistical measures to compare data. Students will also get to learn how technology can be used to enable to collection, visualisation and analysis of large quantities of data to inform decision-making processes in the public, commercial and academic sectors.

Students will get to look at how calculating probabilities can help identify possible bias in experiments. They will also get to calculate the risk of real-life situations.

GCSE Statistics is a natural partner for reinforcing techniques in GCSE Mathematics

Assessment

Students will take two 90 minute examinations at the end of year 11. The papers contain short, medium and extended response questions. Questions cover statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle. Students can use calculators in both examinations

Specification link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html>

Religious Studies

Head of Department

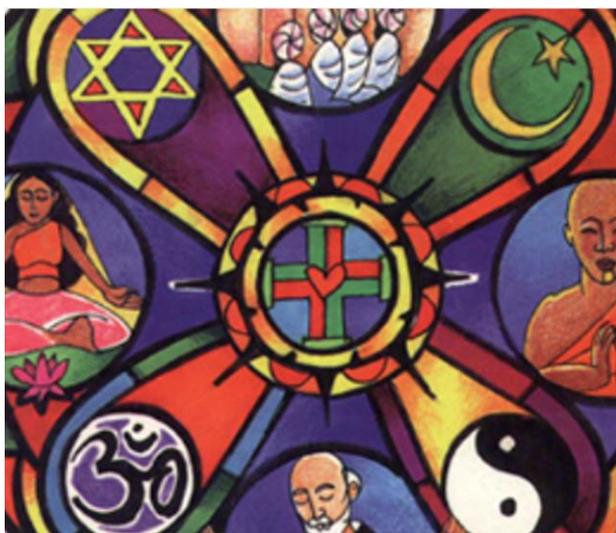
Teacher i/c Miss S Snelling

Religion is a major source of inspiration, meaning, and controversy in human culture, informing history, politics, economics, art, and literature. It rivals trade as a major trans-national force across the globe. We cannot hope to understand world history and literature or current events without knowledge of religion. Debates over science and religion, as well as religion and law, are often front-page news. Religious ritual and belief are also among the most powerful forces uniting past and present, shaping memory and identity from generation to generation.

GCSE Religious Studies

Awarding Body: OCR

Possible Grades: 9-1



Course Outline

Component group 1: Beliefs and teachings & Practices

Students study the beliefs, teachings and practices of two of the following major world religions:

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism

Component group 2: Religion, philosophy and ethics in the modern world from a religious perspective

Students study different philosophical and ethical arguments and their impact and influence in the modern world from the perspective of one of the religions they studied in component group 1.

There are four themes of study:

- Relationships and families
- The existence of God/gods/ultimate reality
- Religion, peace and conflict
- Dialogue within and between religions and non-religious beliefs.

Assessment

Students take two exams from component group 1 and one from component group 2

- Beliefs and teachings & Practices - first religion - 1 hour - 25%
- Beliefs and teachings & Practices - second religion - 1 hour - 25%
- Religion, philosophy and ethics in the modern world from a religious perspective - 2 hours - 50%

Specification link:

<https://www.ocr.org.uk/Images/240547-specification-accredited-gcse-religious-studies-j625.pdf>

Recommended textbook: OCR GCSE Religious Studies (Hodder 2016) L Abbott, S Clarke, G Kay

Textiles

Head of Department

Miss J Brooke Mee

This course provides an opportunity to learn new skills and develop creative ability. It provides a solid foundation for progress into AS/A2 Textiles. Many of our students go on to study Textile Design, Interior Design, Costume or Multimedia Textiles at degree level. We expect all students accepted onto the course to be committed and enthusiastic about exploring all aspects of Textiles. For further information please visit the Textiles area on the school website or contact Mrs Riley.

GCSE Textiles

Awarding Body: AQA

Possible Grades: 9-1

Course Outline

Students will develop a portfolio of work based around two or more areas of Textile Design, such as: Fashion and/or Costume; Printed and/or dyed materials; Domestic textiles; Constructed and/or Applied Textiles; Constructed and/or Stitched and/or Embellished Textiles.

Students will work on a number of mini projects in the first year of the course. They will be expected to create a creative technical diary in the form of a sketchbook or journal evidencing all the skills and processes they learn, this will inform their later coursework portfolio.

A further unit will follow based on the students own chosen area of study and personal interests. The same objectives will be followed and they will produce a personal unit of work that will form a large part of the coursework portfolio.



Assessment

Coursework 60%

Practical Examination 40%

Students will be assessed on all work produced and awarded marks out of 20 for each of the following assessment objectives:

1. Develop and explore ideas including the work of other artists, designers and craftspeople
2. Refine ideas using a range of media and processes
3. Record ideas in relevance to observation and research
4. Present a personal outcome

Homework is on-going throughout the course and students will be expected to produce at least 2-3 hours of homework per week. There are a number of evenings after school when the room is available for GCSE students to use the facilities and equipment.

Students are expected to provide their own fabric/materials for the items made during the course. The department has equipment that can be loaned on a daily basis and a selection of materials are available to purchase at cost price from the department. An equipment list will be provided prior to the start of the course.

Specification web-link:

<http://www.aqa.org.uk/subjects/art-and-design/gcse>

We do not use a set textbook however there are many great resource books available to help students with their practical work. 'Embellish Me' is a great book to own and EBay is the best place to source this book.

Triple Science

Head of Department

Mr O Aribigbola

Science feeds a natural love for learning. The basis of science is thought and experimentation, and by learning to follow the process of scientific method students develop a capacity to think logically. Science opens doors to many other subjects. For example, you can't pursue science for very long without becoming fluent in maths and English. Students study historical developments such as the atomic model which links with history and use information technology to help collect and analyse data to make sense of the world around us. Science prepares students for the future. It teaches them about the basics of life and how we live, for example, how our food is produced, how to stay healthy and how we evolved. It forces students to critically evaluate popular beliefs much of which are inaccurate. It allows them to consider our values, for example in the use of stem cells, and helps us to come to terms with global warming and how we as individuals have a role to play in reducing our carbon footprint. Science helps students to get a good well-paid job. Science is a highly valued subject that nurtures the development of transferable skills that are essential for the workplace.

The triple science course is particularly suitable for those students wishing to take science beyond GCSE or for students that simply enjoy science and are good at it. It is offered only at Higher level and therefore selected students from the higher science sets are invited to join the course. It is taught as three separate science courses: Biology, Chemistry and Physics. At the end of Year 11 students will receive three separate science GCSEs.

GCSE Biology, GCSE Chemistry & GCSE Physics

Awarding Body: AQA

Possible Grades: 9-1

Course outline:

In addition to the content covered in the Trilogy Science course, students will study:

Biology topics:

Culturing microorganisms; Monoclonal antibodies; Plant disease; The brain; The eye; Control of body temperature; Maintaining water and nitrogen balance in the body; Plant hormones; Advantages and disadvantages of sexual and asexual reproduction; DNA structure; Cloning; Theory of evolution; Speciation; The understanding of genetics; Decomposition; Impact of environmental change; Trophic levels in an ecosystem; Food production

Chemistry topics:

Properties of transition metals; Bulk and surface properties of matter including nanoparticles; Yield and atom economy of chemical reactions; Use of moles in relation to concentration of solutions and volumes of gases; Titrations; Chemical cells and fuel cells; Reactions of alkenes and alcohols; Synthetic and naturally occurring polymers; Identification of ions by chemical and spectroscopic means; Corrosion and its prevention; Alloys as useful materials; Ceramics, polymers and composites; The Haber process and the use of NPK fertilisers

Physics topics:

Static electricity; Pressure in gases; Hazards and uses of radioactive emissions and of background radiation; Nuclear fission and fusion; Moments, levers and gears; Pressure and pressure differences in fluids; Changes in momentum; Reflection of waves; Sound waves; Waves for detection and

exploration; Lenses; Visible light; Black body radiation; Induced potential, transformers and the National Grid; Space physics; Red-shift

Assessment:

Written Assessment: 100%

Students will sit two equally-weighted papers, each lasting 1 hour 45 minutes, for each of the three science disciplines. These papers will all be sat at the end of year 11.

There is no course work for these courses. Students will carry out eight practicals in each of the three disciplines throughout the three years and any of these can be assessed on the appropriate written papers.

Specification link:

<https://www.aqa.org.uk/subjects/science/gcse>.



Studying science beyond GCSE provides a solid foundation for many science-related and unrelated careers such as: doctor, vet, physiotherapist, chemist, architect, surveyor, engineer, farmer, sports trainer, lawyer, journalist, computer games developer, marine biologist and electrician, to name but a few.

Key Stage 4 Options Form

For Year 9 courses beginning September 2021

Name of Student _____ Tutor Group _____

Parent's signature _____ Date _____

EXAMPLE
Option forms will be issued and collected electronically this year.

Section 1: Core Subjects

Identify your priority rating in the Humanities band (1 = first choice)

<i>Geography</i>	2	<i>History</i>	1
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All students will follow a GCSE language course in the language studied in Year 8.

Section 2: Optional Subjects

Select one course from each option band by writing the priority rating in the box (1 = first priority, 2 = second priority and 3 = third priority) and also identify one reserve subject (R) in each band.

BAND A		BAND B		BAND C	
<i>Art</i>		<i>Business Studies</i>		<i>Drama</i>	3
<i>Dance</i>	R	<i>Computer Science</i>		<i>German</i>	
<i>Food & Nutrition</i>		<i>Design Technology</i>	1	<i>Health & Social Care</i>	
<i>Geography or History</i>		<i>Media</i>		<i>Religious Studies</i>	
<i>Physical Education</i>	2	<i>Music</i>		<i>Statistics</i>	R
<i>Psychology</i>		<i>Photography</i>	R	<i>Triple Science (selected students)</i>	
<i>Textiles</i>				<i>Sport</i>	

Return this form to your Form Tutor by **15 March**. Failure to hand in on time could limit your option choices.

To be completed by the Form Tutor:

Please ensure that the forms have been recorded correctly, with priority ratings, reserve subjects indicated and parents' signatures and indicate any concerns with respect to suitability of options chosen on the back of this form.