

# Future Focus



## KS4 Courses Choices 2018 - 2020

This booklet has been prepared as a guide for students. It covers a range of subjects available to study at Key Stage 4, the final two years at Nunnery Wood High School.

- |                  |   |                |
|------------------|---|----------------|
| <b>Section 1</b> | <b>Introduction</b><br>From Mr Powell, Headteacher  | <b>Page 2</b>  |
| <b>Section 2</b> | <b>Study Information</b><br>Preparation for Key Stage 4 study and selecting the correct choices   | <b>Page 6</b>  |
| <b>Section 3</b> | <b>Subject Snapshots</b><br>A brief description of each subject to provide an overview of the curriculum available  | <b>Page 8</b>  |
| <b>Section 4</b> | <b>Subject Detail</b><br>A full description of each subject including details of assessment and future application to careers   | <b>Page 12</b> |
| <b>Section 5</b> | <b>Personal Planning</b><br>An opportunity to reflect on your achievements to date and help you to think about some of the decisions you need to make over the next few weeks | <b>Page 36</b> |

It is important that you read **all** the information in this booklet before you make your decisions. You must also talk to your **parents/carers, form tutor** and the **teachers of the subjects** you are thinking of studying, **before you complete your options form.**

**Important:**  
Your options form must be completed  
and returned in your options meeting by  
Wednesday 7<sup>th</sup> February 2018



# Section 1: Introduction

Dear Student,

This is an exciting time to be a Year 9 student at Nunnery Wood as you will soon be choosing the subjects you will study for the next two years. These choices will become approximately 40% of your timetabled lessons from September 2017.

At Key Stage 4 your timetable will be made up of a common core of subjects, which are compulsory, and several others that you will choose.

The **common core** subjects are:

English Language	English Literature	Science (Combined or Separate)
Mathematics	Ethics and Philosophy	Physical Education ( <i>No exam</i> )

You will also study PSHE (Personal, Social & Health Education) through your other subjects and special days during the year.

We want you to follow a broad curriculum in Year 10 and 11 as we believe that this is important for your future success and will provide a solid platform for you to continue your education beyond Nunnery Wood. At the same time, the government is keen for most students to study at least eight subjects to GCSE (or equivalent) including our common core plus other (English Baccalaureate) subjects. We have tried to balance these two factors in designing the options with which you have been presented.

Almost all students will actually study at least nine subjects to GCSE (or equivalent) level.

Academic achievement is not the only area by which students are judged. Throughout your school career you are encouraged to learn and develop skills which will be of value to you in adult life. These include speaking and listening skills; the ability to research; making decisions based on well informed facts; being independent as a learner and developing group-working skills.

You will receive an options form with this booklet. It is important that you read this carefully; this booklet and the additional information you will receive at the KS4 Courses Evening will help you to make your choices with confidence. If you are unsure about what to do at any time, then please do ask!

During the Spring and Summer Term you will receive confirmation of your subject choices. You will also be told of any changes to available options (i.e. due to the low uptake of a particular subject) as soon as possible and you will have an opportunity to discuss alternative subjects if necessary.

Good luck over the next few weeks as you think about your choices. Talk to as many people as you can and ask as many questions as you can. Choosing the right subjects will help you to be as successful as possible in your last two years here at Nunnery Wood.

S. Powell  
Headteacher

**Important:**  
**Your options form must be completed and returned in your options meeting by Wednesday 7<sup>th</sup> February 2018**

## The National Curriculum

The National Curriculum applies to students of compulsory school age in all maintained schools, although as an Academy we do have some flexibility. It sets out a clear, full statutory entitlement to learning for all students up to the age of 16.

It determines the content to be taught and sets attainment targets for learning. It also determines how performance will be assessed and reported.

It is organised into several **Key Stages** (the grey area shows stages studied at Nunnery Wood)

Key Stage	0	1	2	3	4	5
Age	3-5	5-7	7-11	11-14	14-16	16-18
Provision	Nursery	Primary		Secondary		College

**Programmes of study** set out what students should learn and **attainment targets** currently set out the expected standard of students' performance at each Key Stage.

**At Key Stage 4**, students should see how their studies will lead to further education and employment. They will be supported to develop competence in becoming independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants.

The curriculum should **challenge** all students, irrespective of their ability. It should also use flexibility to **motivate** students and encourage further development of their learning, allowing students to achieve their full **potential**.

The compulsory core subjects for Key Stage 4 study are:

English Language	Science	Ethics and	Physical
English Literature	Mathematics	(Combined)	Philosophy
			Education

At Key Stage 4, public examinations are still the main means of assessing attainment. However, there are some course choices which have a part of their assessment based on the construction of portfolios of evidence. Section 4 outlines the assessment methodology and process for each subject.

## Qualifications available at Key Stage 4

### Examination boards

GCSE, BTEC and Advanced Subsidiary qualifications offered at Nunnery Wood High School tend to be administered by one of three examination boards. These are **OCR** (Oxford, Cambridge and The Royal Society of Arts), **AQA** (Assessment and Qualifications Alliance) and **Edexcel** (London Qualifications Ltd).

### GCSE (General Certificate of Secondary Education)

The GCSE system assesses student achievements against a scale of numbered grades, with courses typically lasting for two years. The new reformed system of numbered grades was introduced for English and mathematics in September 2015 and replaced legacy lettered grades for the majority of other subjects in September 2016. Any remaining subjects such as Business Studies, Media Studies and Design Technology moved to the reformed number grades in September 2017.

The table below summaries how the new numbered grades compare to old lettered grades.

New Reformed Numbered GCSE Grading Structure	Old Legacy Lettered GCSE Grading Structure
9	A*
8	
7	A
6	
5	B
4	C
3	D
2	E
1	F
0	G
	U

Under the reformed number grading system a grade 5 will be the new standard for a strong GCSE pass and will be the equivalent of a C+ in the legacy letter grading system. A grade 9 will indicate performance above the previous highest award of an A\* and a grade 0 will replaced the unclassified (U) grade.

In some qualifications credit may be given for the skills that students develop during the course rather than just their performance in an examination at the end of it. The **Subject Details** section within this booklet outlines the proportion of the final grade determined by controlled assessment.

In the past, examinations have tended to record what candidates were unable to do rather than what they could do. GCSE attempts to identify what they **know, understand** and **can do**. In some instances, this involves different forms of examination questions and mark schemes.

## GCSE grade guidance notes

### Reformed GCSE Guidance

Limited information is currently available with regard to overall grade descriptors for the new Reformed GCSEs that use the numbered grading system. The information shared below is taken directly from Ofqual guidance:

- Broadly the same proportion of students will achieve a grade 7 and above as previously achieved an A and above.
- For each exam, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.

- The bottom of grade 1 will be aligned with the bottom of an old grade G.
- Grade 5 will be positioned in the top third of the marks for an old grade C and bottom third of the marks for an old grade B. This will mean it will be of greater demand than the present grade C.

## BTEC qualifications

These qualifications are not graded using the GCSE structure but use a different scale including Pass, Credit, Merit, Distinction and Distinction\* (dependent on the course studied). These have equivalent GCSE 1-9 parity which varies between subjects. Students may be able to achieve a BTEC qualification at Level 1 or Level 2 standard.

### Assessment

In some subjects assessment may be in the form of controlled assessment/portfolios of work rather than just an examination. This can help candidates who find the single one-off examinations more challenging. It also allows skills to be assessed from a wider display of student knowledge which may not be possible from a single examination. However, it is essential that controlled assessment deadlines, which will be detailed at the start of Year 10, are met by each student. It is also important that students clearly understand the assessment processes in each subject that they opt to study.

Having successfully completed the course, each candidate will be given a certificate by an examining board setting out the grade awarded for each subject.

### Methods of Assessment

A number of methods of assessment are referred to in this booklet, the most common being that of an examination. This means a series of formal written tests taken at the end of the two year course. Different subjects may well have different patterns of examinations during Year 10 and Year 11. It is important that you investigate fully the examination pattern of your subject choice. The examination process may also include:

<b>Oral:</b>	A test of spoken language used in Modern Foreign Languages.
<b>Aural:</b>	A test of listening skills, particularly relevant to Modern Foreign Languages
<b>Practical:</b>	A test to assess the practical ability of the student. For example, in GCSE Physical Education or Art & Design subjects.
<b>Controlled Assessment:</b>	A method of measuring achievement throughout a two year course. Particular pieces of work are marked by the teacher and then presented to one of the examination groups' examiners for final judgement on the grade achieved.

## Charging for School Activities:

Certain subjects, particularly those studied under the umbrella of Design Technology contain significant elements of practical work. These are subject to the sections on Charging of the Education Reform Act 1988. Parents/Carers who signify in advance that they are willing to pay for ingredients or materials retain ownership of the finished product; otherwise the construction/production costs are met by the school which retains the finished article. Detailed information will be forwarded to parents of students choosing these subjects, once option choices have been determined.

# Section 2: Study Information

## What will I study?

There are three main areas which together will make up your timetable over the next two years.

### Core Subjects

These are compulsory subjects that all students study:

<b>English Literature</b>	<b>English Language</b>
<b>Mathematics</b>	<b>Science (combined or separate)</b>
<b>Ethics &amp; Philosophy</b>	<b>Physical Education</b> (non examined)

### Option Choices

Choose ***three or four*** subjects on your options form, one from each of the blocks shown.

Students at Nunnery Wood High School have a designated options pathway. This has been designed to suit the needs of different learners and to ensure that all students at Nunnery Wood are as successful as possible in their current and future education.

The four pathways are red, blue, yellow and green.

Students are allocated to their pathway using a combination of KS2 information, current KS3 information and predicted KS4 GCSE performance information. If you have any questions regarding pathway allocations, please ask.

### Red Pathway

Students that have been placed on the red pathway must select geography or history, should select a language French or German for X band, French or Spanish for Y band and two other subjects indicated in the options blocks on their options form. Students on the red pathway are able to opt for separate sciences (separate GCSEs in biology, chemistry and physics) and are also able to opt for computer science. AS subjects may be available to red pathway students in an after school enrichment block. Students on the red pathway are able to select four options. This is because they will study geography or history in the time allocated for other students to carry out enrichment activities.

### Blue Pathway

Students that have been placed on the blue pathway must select geography or history, and two other subjects indicated in the three options blocks on their options form: this can include a language French or German for X band, French or Spanish for Y band if desired. Students on the blue pathway are not able to opt for separate sciences (separate GCSEs in biology, chemistry and physics) instead they will study combined science as a core subject. Students are able to opt for computer science. AS subjects may be available to blue pathway students in an after school enrichment block.

### Yellow Pathway

Students that have been placed on the yellow pathway must select geography or history, and two other subjects indicated in the three options blocks on their options form. Students on the yellow pathway are not able to opt for separate sciences (separate GCSEs in biology, chemistry and physics) or computer science, they will study combined science as a core subject. Languages will not appear on the option form for a Yellow pathway student. However, if there is a very strong desire to study a language, the student can discuss this with a member of the school's Senior Leadership Team or their Year Team Leader. AS subjects are not available to yellow pathway students in the enrichment block. Some members of the yellow pathway may have additional literacy or literature lessons allocated to them in the enrichment block.

**Important:**  
Your options form must be completed and returned in your options meeting by **Wednesday 7<sup>th</sup> February 2018**

## Green Pathway

Students that have been placed on the green pathway will study geography and two other subjects indicated in the 3 option blocks on their options form. Students on the green pathway are not able to opt for a language, separate sciences (separate GCSEs in biology, chemistry and physics), business studies, music or computer science. If there is a very strong desire to study history or another subject, the student can discuss this with a member of the school's Senior Leadership Team or their Year Team Leader. All of the enrichment options are available to green pathways students with the exception of AS subjects, GCSE media studies and Junior Sports Leader. Some members of the green pathway may have literacy or literature allocated to them in the enrichment block.

Free Choice Option subjects available include:

### General Art (Graphics and Textile disciplines maybe possible)

Computer Science	Photography	Child Care	French
German	Business Studies	Design Technology	Drama
Geography	Health & Social Care	Food Preparation & Nutrition	Music
History	Dance	Separate Science	ICT
GCSE Physical Education	Children's Learning and Development		Economics

Note: There are some restrictions placed on the combinations of subjects that you can choose. The options form explains what these restrictions are.

## Enrichment Choice

Students on the red pathway study geography or history in the time normally allocated to the enrichment block. Other students must select one subject from the enrichment block. Please be aware of the pathway restrictions mentioned above. These include:

Food & Nutrition Enrichment	Junior Sports Leader Award	DT (Design & build)
Media Studies	Enrichment Art	Enrichment Music

**The options form will detail which subjects are available in the enrichment block.**

## How will my success be measured during Key Stage 4?

All the courses that you will study for the next two years, measure what **you** .....

**know, understand and can do.**

The qualifications available on all the courses we offer are recognised nationally by employers, managers of training schemes and colleges of further education.

As a result of successfully completing any of the courses that we offer, candidates will be given a certificate by the relevant examining group which sets out the grade awarded in each subject studied.

# Section 3: Subject Snapshots

## **Art and Design - GCSE**

**Page 12**

Art and design gives you the opportunity to use your own ideas, imagination and creativity. You will be encouraged to develop skills and use a variety of materials and equipment, which will help you to produce the best work you can. The two areas of art and design you may opt to study are art, craft and design (general art) and photography.

## **Arts Award**

**Page 31**

This is a nationally recognised qualification that supports the development of arts interests for a wide range of arts activities. The award also aims to develop independent working and leadership skills.

## **Business Studies - GCSE**

**Page 13**

The GCSE business studies course aims to develop students' ability to recall, select, communicate and apply their knowledge and understanding of concepts, issues and terminology in a variety of contexts. Through planning and carrying out investigations and tasks they will develop the skills to analyse and evaluate evidence by making reasoned judgements and presenting appropriate conclusions. Therefore, students must continually write essay responses that show clear analytical and evaluative skills.

## **Children's Learning and Development – BTEC**

**Page 15**

This course is designed for students who have an interest in children's learning and development, and may wish to seek employment within the childcare sector. Students will have the opportunity to study children aged 1-10 years old and, will appeal to those who prefer a more practical approach to learning.

## **Computer Science - GCSE**

**Page 15**

This course will give students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

## **Dance - GCSE**

**Page 17**

This new course gives students the opportunity to experience learning through performance in a range of different dance styles and choreographic approaches, by responding to exciting stimuli and professional dance works. Critical appreciation of dance is taught through the study of six professional dance works choreographed by both established and emerging choreographers. During the course, learners will experience exploring and synthesising ideas, thoughts, meaning and intent through the art of choreography and performance. The study of professional dance works and their own dance practice will enable learners to develop a broad theoretical knowledge while enhancing and enriching their practical work.

## **Design and Technology – GCSE**

**Page 19**

Design and technology gives you the opportunity to design and make products with creativity and originality using your DT, maths and science skills. GCSE design and technology will prepare students to participate confidently and successfully in an increasingly technological world with opportunities for careers in engineering, design, manufacturing and more. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making, they will be able to apply technical and practical expertise.

**Enrichment DT (Design & Build)****Page 32**

The design and technology enrichment option focuses on developing designing and making skills. Students will develop their drawing and presentation skills: drawing in 2D and 3D, using 2D design before developing their practical skills using the workshop tools and machines. Students will have the opportunity to design and make a variety of different products during the course.

**Drama – GCSE****Page 16**

Drama is the study, creation and performance of plays. It develops a critical understanding of theatre and scripts, and the performance skills required of a successful actor. It also, however, has much wider relevance for the development of students' self-confidence and communication skills that are so important in all aspects of personal life and the working world.

**Economics – GCSE****Page 18**

This is a new course that will develop students' understanding of the economy we live in, how economic concepts are applied in real world situations and to develop their ability to argue what they believe would be the best conclusion on a wide range of topics.

**English Language and Literature – GCSE****Page 24**

The three basic elements of writing, reading and literature are developed, practised and tested throughout the English language course, but a mastery of these skills brings benefits which extend far beyond the limits of the course itself.

**Ethics and Philosophy – GCSE****Page 25**

Ethics and philosophy is a course based on understanding requiring no religious faith at all. It is learning about people - not just those in your street but from all cultures and backgrounds, in order to discover what religion is all about and show individual experience, belief and action. Students will develop their critical writing skills and their own opinions on major ethical topics which are part of the world we live in.

**Food Preparation and Nutrition - GCSE****Page 24**

This interesting new course replaces the previous food technology course. It provides opportunities to learn topics such as food science, nutrition and catering. There is a good level of demand and rigour; and it is accessible to students from a range of abilities.

**Geography - GCSE****Page 18**

The earth is changing extraordinarily quickly and the pace of that change is accelerating. The world's population has exceeded 7 billion, resources are being depleted, the climate is changing and natural disasters are wreaking more havoc than ever before. Do you want to explore these changes through a truly dynamic and contemporary subject? Changes that will affect your lives, and the lives of all people and places around the world. Do you want to find out more about how we can try and manage those changes? Do you want to make a positive contribution to planning for our future? If you do, geography will help you make more sense of some of the problems and issues that affect us now; and of some of the choices that will influence our future.

**Health and Social Care – OCR Cambridge National Award Level 1 / 2****Page 21**

Health and social care aims to develop students' knowledge and understanding of the health, social care and early years' sectors, through the investigation of a range of client groups/ages, their health & developmental needs and services designed to meet those needs.

**Food – Enrichment****Page 32**

This offers students an opportunity to embed skills that will support them with all aspects of the course. Students who opt for GCSE Food Preparation, will be encouraged to opt for the enrichment course also.

**History – GCSE****Page 26**

This is a new and exciting course that will allow you to understand the world around you. Develop skills and understanding for life today, such as questioning, causation and analysis. GCSE history builds on some of the topics from Year 9 and introduces new ones too.

**Information Technology: CiDA Certificate in Digital Applications****Page 14**

The Pearson Edexcel Level 2 Certificate in Digital Applications has been designed to teach digital design skills and enable young people to use digital tools to express their creativity in an informed and responsible way. This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media.

**Junior Sports Leader Award****Page 32**

The award is a nationally recognised award that helps Year 10 students develop their leadership and coaching skills. It's an exciting course that offers an insight into the enjoyment one can gain through sports leadership.

**Mathematics – GCSE****Page 29**

Students study GCSE mathematics from the start of year 9. Our three year GCSE course provides superior preparation for their examination at the end of year 11 and the opportunity for students to become the best mathematicians they can be.

**Media Studies – GCSE****Page 33**

This is an exciting, new and relevant course that helps foster critical, analytical and creative thought as well as encouraging independent study: all skills needed for a range of subject areas. Students are encouraged to analyse a range of media texts, as well as designing their own. The examination provider is WJEC.

**Modern Foreign Languages - GCSE****Page 21**

The new GCSEs in French, German and Spanish are designed to enable students of all abilities to develop their language skills to their full potential. We aim to equip students with the knowledge to communicate in a variety of contexts with confidence. The study of a foreign language is now even more important than ever and should be enjoyable, useful and intellectually stimulating. We offer GCSEs in French, German and Spanish, students may opt for their first or second MFL.

**Music - GCSE****Page 22 & 33**

This creative, practical course encourages students to develop musical skills. Music of all kinds is featured and students are guided through the main activities of performing, composing and listening, and appraising.

**Physical Education - GCSE****Page 27**

Do you want to understand more about the theoretical aspects of physical education? This course will enable students to demonstrate their practical abilities in three recognised sports; one individual, one team game and a free choice as prescribed in the specification. This is predominantly a theory based course.

**Physical Education – Core****Page 27**

All students in Years 10 and 11 take part in core lessons of physical education each week

**Politics – AS Level****Page 32**

Do you want to understand more about the events going on in the news? Are you interested in who runs the country and how this is done? Do you want to learn more about the political parties and what they represent? If you like to debate and want to develop your skills of communicating, presenting and analysing information then politics may be the course for you!

**Science – GCSE****Page 30****(Combined science and separate sciences)**

Understand the questions that science can answer. Unpick the scientific concepts and investigate their familiar applications through active learning.

# Section 4: Subject Detail

## Art and Design (Choice of 2 Disciplines) - GCSE

All of us possess ability for art and design to some degree. This lively and exciting subject allows your individual ideas and your imaginative personal feelings to be developed and expressed in a creative way. You will be encouraged to look at things in new and different ways and as your confidence grows and you develop your visual awareness, you will be given the freedom to explore by interpreting your ideas using a whole host of different artistic approaches.

The examination consists of two parts: -

**Component 1 (portfolio) 60%** – Students develop responses to initial starting points and project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. This work is assessed at school at certain stages throughout the course.

**Component 2 (externally set assignment) – 40%** - Students respond to a starting point set by AQA. This response provides evidence of the student's ability to work independently within the time constraint of 10 hours and put into effect, the experience gained during the course.

Assessment requirements govern the work presented at the end of the course.

You should be able to: -

1. Respond in an original and creative way to ideas
2. Record from direct observation or personal experience
3. Develop a piece of art work from first idea to completion
4. Work on your own
5. Analyse ideas, research and present them
6. Select and use appropriate materials, techniques and processes to create your ideas
7. Use and control line, tone, colour, pattern, texture shape, form and space
8. Form ideas about some historical or critical aspect of art.

Two distinctive types of course are offered under the general heading of art and design: a general, unendorsed course based on a variety of activities and media, and more specialised courses, such as graphics, textiles, photography and three-dimensional design.

### Art, Craft and Design: General Course

Following a general course gives you lots of flexibility as you will be able to have a go at a wide range of artistic approaches. These may include drawing, painting, printing, model making, textiles, fashion, graphics, ceramics and sculpture. You will be required to show that you have worked in at least two different areas and as the course progresses there will be an opportunity for you to explore your own ideas of working. You will be able to build on the skills that you already have and learn lots of new ways of working.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>Controlled Assessments</i></b>
Linear	Summer term Year 11	On-going throughout the course

## Art and Design - Photography

The course will give you the opportunity to explore a range of lens-based and light-based media, techniques and processes. Areas that are covered include portraiture, landscape photography, still life photography, documentary work, (including photo-journalism and narratives), fine art photography and exploration of the moving image. You will be introduced to the specific camera settings and you will be taught how to use macro, slow-exposure and long exposure to create range of affects. Students will be asked to work to a design brief, concept or idea and will be encouraged to use appropriate techniques, technologies and equipment to record their images. New media practice such as computer manipulated photography with Photoshop and production qualities of still and moving images play a major part in this course.

<b>Modular /Linear</b>	<b>Exam Dates</b>	<b>Controlled Assessments</b>
Linear	Summer term Year 11	On-going throughout the course

## Business Studies - GCSE

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

### During the course students will study the following units:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance

The course will be assessed by 2 exams as follows:

<b>Paper 1: Influences of operations and HRM on business activity</b>	<b>Paper 2: Influences of marketing and finance on business activity</b>
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks, made up of essay questions.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks, made up of essay questions.</li> </ul>	<b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks, made up of essay questions.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks, made up of essay questions.</li> </ul>

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour.

Students will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decisions.

The course requires students to draw on the knowledge and understanding to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data; including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

---

## Information Technology: CiDA Certificate in Digital Applications

This qualification aims to:

- equip young people with the knowledge, understanding and skills they need to design and make, effective digital products for others to use
- enable young people to use digital tools as a means of expression to inform, persuade and entertain
- foster young people's creativity and develop their independent learning skills
- challenge young people to reflect on what they produce and strive for excellence
- increase young people's awareness of their responsibilities in the digital world and their respect of other people's rights
- equip young people with professional, real-world skills in planning, project management and communication
- give young people the knowledge, understanding and skills they need to support future learning and exploit the creative digital industries.

### Qualification structure

#### **Pearson Edexcel Level 2 Certificate in Digital Applications (CiDA)**

##### **Mandatory unit**

Developing Web Products – Examination 25%

This unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features. You will demonstrate your ability to design, build and test a web product in a practical computer-based examination set by Pearson.

##### **Option unit**

Creative Multimedia – Coursework Project 75%

This unit aims to give you the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences.

---

## Children's Learning and Development

This qualification is equivalent to one GCSE. It is designed for pre-16 students working at level 2 who want to include a study of children's development in their broader Key Stage 4 curriculum. It provides an introduction to some of the key themes within the early years sector, enabling students to develop and apply their knowledge while also developing a range of relevant practical, communication and technical skills.

This qualification is based on recent thinking and research in the sector and provides an engaging and relevant introduction to the world of early years. It incorporates aspects of child development from birth to age 8, exploring play as a route of children's learning, forming the basis of early years frameworks, such as the Early Years Foundation Stage, and includes a study of inclusive practice and empowering children.

This qualification consists of three mandatory units:

- Unit 1: 'Patterns of Child Development' is externally assessed through a written exam paper featuring mini case studies. Students will learn about children's growth and development: physical, cognitive, communication and language, emotional and social and how these areas are linked.
- Unit 2: 'Promoting Children's Development through Play' is internally assessed through assignments. Students will explore how play promotes children's development in early years settings, gaining an understanding of how play is structured.
- Unit 3: 'The Principles of Early Years Practice' is internally assessed through assignments.

## Computer Science – GCSE

Content Overview	Assessment Overview	
<b>Computer Systems</b> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	Computer systems (01) 80 marks 1 hour 30 minutes Written paper	<b>40% of total GCSE</b>
<b>Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>	Computational thinking, algorithms and programming (02) 80 marks 1 hour 30 minutes Written paper	<b>40% of total GCSE</b>
<b>Programming project</b> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing, evaluation and conclusions</li> </ul>	Programming project (03/04) 40 marks Totalling 20 hours Non-Exam Assessment	<b>20% of total GCSE</b>

**Are you interested in studying computer science?** The skills and knowledge that you will develop through this course will help you to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation;
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs;
- think creatively, innovatively, analytically, logically and critically;
- understand the components that make up digital systems, and how they communicate with one another and with other systems;
- understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to computer science.

## Drama – GCSE

### Assessment Pattern

#### Written Examination: 40% of final grade

- 1 paper – 1 hour and 45 minutes
- Multi choice questions on knowledge of practical theatre
- Short written responses to a studied set text
- A response to a live production

#### Performance of a Devised Piece: 40% of final grade

This is a script that has been created by students themselves.

60 marks will be given for a log book kept during the creation, rehearsal and performance process.

20 marks will be given for the performance

This will be marked by the teacher and moderated by the examination board.

#### Performance of 2 scripted pieces: 20% of final grade

These will be marked by the examination board

\* \* \*

Students must be able to interact sensitively and responsibly with others. They will be expected to take advantage of the opportunities presented for working with experts in various fields of theatre art, and to demonstrate knowledge thus acquired.

Students are required to attend live theatre performances during the course. A high level of commitment to learning lines and rehearsing in and out of class time is essential.

<b>Modular /Linear</b>	<b>Exam Dates</b>	<b>Controlled Assessments</b>
Linear	Summer Term Year 11	On-going throughout the course

## Dance - GCSE

**Main focus** on practical work with 60% of the total marks for performance and choreography. 1 hour 30 minute written exam in the summer term of year 11 makes up the remaining 40%.

### Component 1: Performance and Choreography 60%

#### Performance -30%

Component 1: Solo performance: candidates will learn two set phrases. Each phrase is 1 minute in length and will be performed by the candidate as soloist dancer.

Component 1: Duet/trio performance: in collaboration with their teacher candidates have the opportunity to choreograph a 3 hour 30 minute to 5 minute performance piece.

#### Choreography-30%

Component 1: Choreography: candidates will choose to choreograph either a solo or group Dance based on a stimulus they choose from a selection of varied starting points.

### Component 2: Dance Appreciation 40%

Component 2 consist of a 1 hour 30 minute written exam which is marked out of 80 and split into 3 sections.

Section A: Hypothetical Choreography and Performing Skills (30 marks)

Section B: Critical Appreciation of Own Work (18 marks)

Section C: Critical Appreciation of Professional Works-Dance Anthology (32 marks)

#### All coursework takes a practical form:

60% of the course is controlled assessment, meaning that there is no assessed written coursework. Learners are able to develop knowledge and be assessed through their practical work.

**Work can be spread over the two years.** Practical work can be completed, video recorded and banked in Year 10, allowing less pressure for practical assessment in Year 11.

*There is an optional enrichment programme which includes after school GCSE rehearsal sessions, Dance clubs, trips to watch professional/amateur productions and performances, participation in school performances/outside festivals and workshops by visiting Dance companies and artists.*

Controlled Assessment Tasks: 60%

1 hour 30 minute written exam: 40%

<b>Modular /Linear</b>	<b>Exam Dates</b>	<b>Controlled Assessments</b>
Linear	Summer Term Year 11	On-going throughout the course

## Economics - GCSE

The economics course offers the chance to look at both micro and macroeconomic concepts and how they can be applied to situations occurring in the world. It will give the chance to see how markets work, how and why trading occurs around the world, how businesses work and how the Government can affect all of these areas. Students will be required to create arguments for and against their ideas, and reach their own conclusions on the wide range of situations given.

Students follow the AQA GCSE Economics course. Students will study two subject areas, 'How markets work' and 'How the economy works', and will be assessed through two examinations taken at the end of Year 11.

### Topic 1: How markets work

Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. Students will also look at how resources are allocated using a market mechanism.

The central aspect will be an investigation of how prices are determined. This introduces students to concepts such as supply and demand, intermarket relationships and price elasticity.

Students investigate the significance of costs, revenue and profit for producers, leading to an understanding of the concepts of production, productivity and economies of scale. Students will then explore the importance of competition in relation to resource allocation, leading to an investigation of the factors that lead to market failure, with an emphasis on the significance of externalities.

### Topic 2: How the economy works

Students are introduced to the wider economy from the perspective of the main economic groups: consumers, producers and government. Students explore the significance of interest rates including their impact on saving, borrowing and spending.

The core of this unit will focus on government objectives and their role in managing the economy. A range of policies will be explored in relation to the objectives, highlighting the fact that pursuing one objective can have a detrimental effect on other objectives.

Students also examine why countries trade, and the significance of the global economy, including free-trade agreements. Finally, students will explore the role of money and the significance of the financial markets in modern economies.

---

## Geography - GCSE

The GCSE geography course provides students with an opportunity to study a qualification that is engaging, significant and relevant to the world today. It allows students to explore the ever changing world we live in, study the challenges facing the planet and consider their own place within it. Throughout the course, students will develop their transferable skills that are essential to future study and employment. Geography enables students to become globally and environmentally informed and thoughtful, enquiring citizens.

Students follow the Edexcel Syllabus A course. This is divided into three units all of which are assessed by external exam. Two of the units are worth 37.5% of the final grade with the third unit accounting for 25%. All exams are taken in Year 11.

Unit 1 – The Physical Environment. Take a fascinating journey through the changing landscape of the UK and learn how coasts and rivers have shaped our landscape. Examine the role that weather plays in our lives and study the immense power of weather hazards and the challenges facing the planet as a result of climate change. Immerse yourself in different ecosystems and how

we are stewards managing the environment. Throughout this unit you will look at case studies and use contemporary materials to enhance your learning.

Unit 2 – The Human Environment. Examine the growth of cities and global development on the world. Spend time looking at the impacts of rapid growth and how it is paving the way for a new global system. Study the effects of one of the greatest challenges facing our planet in the future; water scarcity and how we can manage it.

Unit 3 – Geographical Investigations: Fieldwork! As part of the course, there are **two compulsory fieldwork visits** set by the exam board. One in an urban setting; Birmingham which usually takes place in the spring term of Year 10 with transport costs of between £8-10. The second visit is in a physical environment: a small river study which usually takes place in the autumn term of Year 11 with transport and provider costs of approximately £10.

Fieldwork is an engaging and a central component of the course where you will learn the transferable skills which are **examined in Paper 3** of the geography specification and is also essential in 'bringing geography to life'.

### Assessment Components

Unit 1 1½ hour examination.

Unit 2 1½hour examination.

Unit 3 1½ hour examination.

<b>Modular /Linear</b>	<b>Exam Dates</b>
Linear	June (Year 11)

## Design and Technology - GCSE

"Design and technology is a phenomenally important subject. Logical, creative and practical, it is the only opportunity students have to apply what they learn in maths and science – directly preparing them for a careers in engineering, product design and manufacturing. Design and technology appeals to the brightest of young minds." James Dyson.

GCSE design and technology builds on the knowledge and skills students have learnt at KS3 and gives them the opportunity to problem solve, generate their own design brief, design for a client, learn about the history of product design as well as continue to develop creative skills and work independently.

Design and technology is not solely a practical based subject but focuses on 3 core principles:

1. Core technical principles
2. Specialist technical principles
3. Design and making principles

The course is delivered in two units of work.

- A written examination, which contributes to 50% of the final grade. This requires you to apply what you have learnt during the entire course. This is a two hour written exam.

- A Non Exam Assessment (NEA) project, which contributes 50% of the final grade. This is a 30-35-hour Design and Make project based on a contextual challenge issued by the exam board on 1<sup>st</sup> June in Year 10. It requires you to **display practical skill** and **produce a design portfolio** of written evidence to support this. You will be assessed on how you demonstrate your knowledge, skills and understanding of the designing and making process.

The assessment folder is 20 A3 pages.

- There is quite a lot of written work. Be aware of this when you choose design and technology.
- The written paper is not tiered.
- Design and technology is different to the work you have completed in Year 7 to 9 in the following ways:
  - More written and drawn folder work.
  - More use of computers in the design and manufacturing.
  - The design can be made quite small, but it needs to be very interesting, original and commercially viable.
  - The design of labelling, marketing and packaging of the product is important.

The choice of materials is wide and can be non-resistant such as fabric, paper and card.

To choose design and technology as an examination subject you should:

Do it if you like a challenge.

Do it if you look at a product and think "I could design that" or even "I could design that to be much better"!

Do it if you love designing and being creative.

Do it if you want to know more about the history of product design.

GCSE design and technology offers students the opportunity to pursue careers in the following areas:

Engineering - design engineer / CAD technician / design analyst / project planner / production engineer / trials & testing / site & commission

Art and Design	Architecture	Graphic Design	Product Design
Advertising and Media	Jewellery Design	Clothing / fashion designer	Interior designer
Automotive industry	Furniture design	Production/set designer film/TV	

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>NEA</i></b>
Linear	Half termly end of unit internal examinations Year 10 exam and Year 11 mock exams  GCSE exam: Summer Term Year 11	Section A: Investigating Section B: Designing Section C: Making Section D: Analysing and Evaluating

## Health and Social Care

- Unit 1: Client's Rights and Values of Care (mandatory unit)
- Unit 2: Communication Skills & working with others (mandatory unit)
- Units 3 and 4 are optional and chosen from a range of 5 interesting topics.
  1. Investigate the **range of health or social care services** available to people and describe how client's needs are met by them.
  2. Investigate the pattern and stages of **Human Growth & Development from Birth to Later Adulthood**.
  3. Investigate the **Nutritional needs** of clients at different stages over the Lifespan. **Planning meals** to meet specific health needs.
  4. Learning and putting into practice basic **First Aid** skills.
  5. **Job Roles, qualification pathways** and employment in the Health care sector.
  6. **Creative activities** to support clients in care settings (older adults & children)

Students will learn about equal opportunities legislation and the value of effective communication as these are essential to protecting and safeguarding vulnerable clients and removing potential barriers to their care. Learning also includes the health, social care and developmental 'needs' of clients over the lifespan and the services designed to meet them. Learners will have the opportunity to put their knowledge into practice through a combination of research projects, practical experience, theoretical study and independent learning.

Students who choose this option need to have a real interest in the subject and, be committed to their studies.

<i>Exam Dates</i>	<i>Assessments</i>
Summer of Year 11	On-going, throughout Year 10 & 11

---

## Modern Foreign Languages (French / German / Spanish) – GCSE

The MFL department strongly believes in languages as a skill for life and something students should enjoy and find rewarding. Furthermore, it is recognised that a GCSE in a modern foreign Language is valuable for a range of future careers and university admissions tutors look favourably on applicants with language skills – some top universities demand a language GCSE for entry to any course. Learning a language encourages awareness and understanding of different cultures and customs, which will become all the more important in the coming years. The course fosters key skills, such as communication, problem-solving and working with others.

Students follow the AQA GCSE course. This is divided into three themes, which will be examined across all four skill areas.

### **Theme 1: Identity and culture**

Topics: Me, my family and friends; Relationships and future plans; Technology in everyday life; Free-time activities; Customs and festivals.

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

Topics: Home, town, neighbourhood and region; Social issues; Global issues; Travel and tourism.

### **Theme 3: Current and future study and employment**

Topics: My studies; Life at school; Education post-16; Jobs, career choices and ambitions.

All students are examined in listening, speaking, reading and writing. Each skill is assessed at two tiers. There is also a speaking examination which takes place within a 5-week window in April – May of year 11. Students must sit the same tier paper for **all four skills**.

Tier	Target Group	Grades Available
Foundation	1 – 5	1 2 3 4 5
Higher	4 – 9	3* 4 5 6 7 8 9

\*A student sitting the higher tier who **just** fails to achieve grade 4 will be awarded an allowed grade 3.

### Listening (25% of the final grade)

Students will learn to understand native speakers across a range of contexts and for a range of purposes.

### Speaking (25% of the final grade)

Students will take part in a role-play, a picture-based discussion and a general conversation on two topics.

### Reading (25% of the final grade)

Students will be able to read texts of varying length across a range of contexts in the target language. Students are also required to translate sentences or short passages from the target language into English.

### Writing (25% of final grade)

At foundation level, students will be expected to describe a photograph, translate sentences from English into the target language and respond to a structured writing task (following bullet points). At higher level, students will write both structured and more open-ended tasks and translate a short passage from English into the target language.

<b>Modular /Linear</b>	<b>Exam Dates</b>
Modular	Spring / Summer Year 11

## Music - GCSE

Music is about creating and listening to music and involves the main elements of music – **listening and appraising, performing and composing**.

As with lessons at Key Stage 3, GCSE music is practically based and a wide variety of musical types are covered. The syllabus allows students to show what they know, understand and can do, and can be tailored to the individual needs and strengths of the candidates.

**Students do need to be able to perform for their coursework so must be able to play an instrument or sing, or be willing to learn to do so in their own time.**

- It allows students to develop musical sensitivity, creativity and aural perception through the development of skills, knowledge and understanding and the exercise of imagination.
- It develops students' enjoyment of music through involvement in performing, listening and composing to a wide range of music from different times and places.
- It promotes students' cultural development through the study of a wide range of music.
- It supports students' personal and social development through individual and group work. In particular, it helps them develop confidence and pride in their own work and respect for others' contributions and efforts.

- It gives opportunities for the development of key skills in communication, independent learning and ICT.

### Will I enjoy the course?

You will enjoy the course if you want to study a subject that:

- involves performing, both as a soloist and as part of a group;
- involves learning about music from different cultures and periods in history;
- involves composing music.

### Subject Specification and Assessment process

Students study the OCR specification for GCSE music. This is an exciting specification, which has a wide range of instrumental choices, both traditional and modern, making it appealing

for a wide range of musicians. Learners demonstrate their ability to perform, create and analyse music through five areas of study:

<b>Area of Study 1</b>	My Music	<b>Learners will study their instrument, which can be any of the following:</b> <ul style="list-style-type: none"> <li>• any instrument</li> <li>• voice – this can include styles such as rapping or beatboxing</li> <li>• sequencing – realisation using ICT.</li> </ul>
<b>Area of Study 2</b>	The Concerto Through Time	<b>Learners will study The Concerto and its development from 1650 to 1910 through:</b> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto.</li> </ul>
<b>Area of Study 3</b>	Rhythms of the World	<b>Learners will study the traditional rhythmic roots from four geographical regions of the world:</b> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul>
<b>Area of Study 4</b>	Film Music	<b>Learners will study a range of music used for films including:</b> <ul style="list-style-type: none"> <li>• music that has been composed specifically for a film</li> <li>• music from the Western Classical tradition that has been used within a film</li> <li>• music that has been composed as a soundtrack for a video game.</li> </ul>
<b>Area of Study 5</b>	Conventions of Pop	<b>Learners will study a range of popular music from the 1950s to the present day, focussing on:</b> <ul style="list-style-type: none"> <li>• Rock 'n' Roll of the 1950s and 1960s</li> <li>• Rock anthems of the 1970s and 1980s</li> <li>• Pop ballads of the 1970s, 1980s and 1990s</li> <li>• Solo artists from 1990 to the present day.</li> </ul>

Students are assessed through three units, made up of a combination of controlled assessment and a listening examination.

**Unit 1: Integrated Portfolio:**                      Controlled assessment: 30%  
A performance and composition linked to AOS1

**Unit 2: Practical Component:** Controlled assessment: 30%

An ensemble performance and a composition set by the exam board

**Unit 3: Listening Examination:** Written examination: 40%

Listening, appraisal and notation skills assessed in an examination at the end of the course.

Linked to areas of study 2, 3, 4 & 5.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>Controlled Assessments</i></b>
Linear	Summer Year 11	On-going throughout the course

## English Language – GCSE

The English language qualification will demonstrate higher order reading and critical thinking skills. Students will read a wide range of texts from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.

The English language qualification is now a linear format. In Paper 1 we cover explorations in creative reading and writing. This will comprise of reading questions based on a literature fiction text and producing descriptive or narrative writing.

In paper 2, students will cover writers' view points and perspectives through one non-fiction text and one literary non-fiction text. They will also be required to write to present a viewpoint.

In addition to these exam components there is a non-exam spoken language assessment.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>Controlled Assessments</i></b>
Linear	Summer (Year 11)	N/A

## English Literature – GCSE

In addition to English language, students will also be entered for English literature.

The English literature qualification will demonstrate literal and inferential comprehension skills, critical reading, and evaluation of the writer's choice of vocabulary, grammar and structural features. Students will compare texts and produce clear and coherent writing for a range of purposes.

Literature is also a linear qualification. Paper 1 focuses on Shakespeare and the 19<sup>th</sup> Century novel, Paper 2 covers modern texts, poetry and unseen poetry.

The department uses English Language and English Literature AQA Specification.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>Controlled Assessments</i></b>
Linear	Summer (Year 10)	N/A

## Food Preparation and Nutrition- GCSE

This new GCSE in food preparation and nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. It aims to develop the skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will learn to make the connections between theory and practice. This could lead on to further study in the areas of food science, food nutrition or food preparation.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. The course is integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

The course will also help you to develop a range of other transferable skills such as organisation, life skills, independent learning and team working.

The course is delivered in two units of work.

1. A written examination, which contributes to 50% of the final grade, this requires you to apply what you have learnt during the entire course. This is a written exam.
2. Controlled assessment tasks contributing to a total of 50% of the final grade:
  - Task 1: Food investigation (15%): to assess students understanding of the working characteristics, functional and chemical properties of ingredients.
  - Task 2: Food preparation assessment (35%): to assess students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. As part of this students will prepare, cook and present a number of chosen dishes.

<i>Modular /Linear</i>	<i>Exam Dates</i>	<i>Controlled Assessments</i>
Linear	Summer Year 11 (50%)	Task 1 - Autumn Year 11 (15%) Task 2 - Spring Year 11(35%)

## Ethics and Philosophy – GCSE

Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying ethics and philosophy, students get a broad look at how religion and spirituality form the basis of our culture.

The Ethics and Philosophy GCSE course is;

**Modern and engaging** – Students will gain a deeper understanding of two of the world's major religions, and explore philosophy and ethical studies in modern society. The course ensures that your skills of empathy and understanding are developed whilst addressing diverse and controversial current and moral issues. Religion is rarely out of the news. Understanding the beliefs, values and motivations behind the stories is bound to be useful, whatever your future path.

**Designed to inspire** – The specification includes exciting content that explores relationships and families, crime and punishment, religion and life, peace and conflict, belief in God and non-religious belief. You will open your mind to different opinions and attitudes whilst ensuring that you can formulate clear and developed personal responses to the questions raised.

**Developing skills for today's world** – This subject opens up the possibility of in-depth debate, which leads to critical evaluation and analysis. These skills are particularly useful for future careers in law, education, social work, politics, medicine, tourism, administration or the media. Indeed the skills acquired would be a distinct advantage for any career involving communication, empathy and working with others. You will be helped to develop skills in gathering information, organising it coherently and relating such information to other topics within the course.

**Scheme of assessment:** There is a simple, clear assessment structure that consists of two written examinations.

<i><b>Modular /Linear</b></i>	<i><b>Exam Dates</b></i>	<i><b>Controlled Assessments</b></i>
Linear	Summer term Year 11	N/A

## History – GCSE

This course provides students with the opportunity to study a broad range of historical events that are relevant, significant and interesting. Throughout the course, students will develop their transferable skills that are essential to future study and employment. The aim of the course is to allow students to examine events that have shaped the world in which we live from the middle ages to the current day. The course teaches students to engage in historical enquiry and

understand differing interpretations. They will question the past and will be able to effectively use evidence. Students will reach their own conclusions and develop an excellent knowledge of key events and people in a local, national and international context.

Students follow the Edexcel GCSE history course. Students will study four topics and will be assessed through three examinations taken at the end of year 11.

**Topic 1 – Crime and punishment in Britain from 1000 to the present day.** Explore how attitudes towards crime and punishment have changed over time. Examine how the modern police force and criminal justice systems developed. You will study case studies such as Jack the Ripper and Whitechapel, you will learn about how witches were punished and how the death penalty was abolished. This is a fascinating insight into how crimes and the punishments for them have changed over a wide time period.

**Topic 2 - Elizabethan England 1558 – 1588.** Examine the problems faced by a female monarch running a country at this time. Learn how the Church had a big impact on society at this time and how Elizabeth fought off threats and challenges from home and abroad. Find out how people spent their leisure time and what education was available to them. Understand how the poor were treated and how England developed as a trading nation.

**Topic 3 – Germany 1918 - 1945** Study the effects of World War One on Germany and how the country struggled to recover. Examine the stability of the Weimar years and its eventual collapse that paved the way for the Nazis to rise to power. Spend time studying how the Nazis impacted on all aspects of life in Germany.

**Topic 4 – The Cold War.** Take a fascinating journey through post war international relations and learn how the rise of the superpowers created a division both ideologically and physically, examine how close the world nearly came to nuclear war. Learn how space travel, weapons and sport were all used as weapons in a battle of ideas and how the Berlin Wall finally fell and global tensions eased. Throughout this unit you will look at case studies and flashpoints that had the potential to end the world!

<i><b>Modular /Linear</b></i>	<i><b>Exam Dates</b></i>	<i><b>Controlled Assessments</b></i>
Linear	June (Year 11)	Spring (Year 11)

## Physical Education – Core

In Year 10, all students select from one of three pathways that include Coaching, Maximum Performance and officiating. Sports include:

<b>Boys</b>	Football Volleyball	Hockey Cricket	Rugby Basketball	Softball Tennis	Badminton Fitness circuits	Athletics
<b>Girls</b>	Hockey Volleyball	Softball Rounders	Netball Athletics	Badminton Fitness	Basketball Rugby	Tennis

In Year 11 students experience a range of activities as they rotate regularly round the fantastic facilities available at Nunnery Wood High School taking part in wide variety of activities to excite, engage and energise students.

An option scheme then operates for the remainder of the time of Year 11, normally in blocks of six weeks and includes:

Badminton    Basketball    Aerobics    Swimming    Athletics

<b>Modular /Linear</b>	<b>Exam Dates</b>	<b>Controlled Assessments</b>
N/A	N/A	N/A

## GCSE PE

### General Information:

This is additional to core PE lessons. Students opting for this course will receive five lessons of GCSE PE over the two week timetable. The majority of lessons will be theory based with some practical elements added in to aid learning of the theory content. It is important that all students choosing the subject are regularly taking part in more than one sport either inside or outside of school. We would expect them to attend extra-curricular clubs, team practices and matches when selected and hopefully to be a member of one or more clubs outside of school hours.

### Learning Outcomes:

Taking PE at GCSE level will enable you to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop your ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

### Subject Information:

#### Written Examination (Theory): 60%

The theoretical component of the subject is worth 60% of the final grade and is related to factors that affect performance and participation in physical activity. Students will be assessed at the end of Year 11 through 2 exams (papers)

Paper 1: The human body and movement in physical activity and sport (1hr 15mins)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in sport and physical activity (1hr 15mins)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

**Practical: 40%**

The practical component of the subject is worth 40% of the final grade. Students will be assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/ activity, with the third assessment being from either a team or individual.

**Team activity list**

Association football  
Badminton  
Basketball  
Camogie  
Cricket  
Dance  
Gaelic football  
Handball  
Field hockey  
Hurling  
Lacrosse  
Netball  
Rowing  
Rugby League  
Rugby Union  
Squash  
Table tennis  
Tennis  
Volleyball

**Individual activity list**

Amateur boxing  
Athletics  
Badminton  
Canoeing/kayaking (slalom)  
Canoeing/kayaking (sprint)  
Cycling Track or road cycling  
Dance  
Platform diving  
Golf  
Gymnastics (artistic)  
Equestrian  
Rock climbing  
Sculling

**Specialist team activity list**

Blind cricket  
Goal Ball  
Powerchair football  
Table cricket  
Wheelchair basketball  
Wheelchair rugby  
Skiing outdoor/indoor on snow  
Snowboarding outdoor/indoor on snow  
Squash  
Swimming  
Table tennis  
Tennis

**Specialist individual activity list**

Boccia  
Polybat

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>
Linear	Summer Term Year 11

## Mathematics – GCSE

Students study GCSE mathematics from the start of year 9. Our three year GCSE course enables better preparation for the examination at the end of year 11 and the opportunity for students to become the best mathematicians they can be. Evidence shows that students who do well in mathematics apply their understanding to get the best out of their wider curriculum. Mathematics empowers young people.

A secure grasp of mathematical concepts is essential for every student to access the GCSE course successfully. Where this is not yet in place, additional resources and intervention will be deployed. Teachers endeavour to develop confidence and competence by encouraging students to show their skills and understanding within lessons. The ability to solve problems and to link mathematics to the wider world are now also integral features of the new GCSE course structure.

The course is comprehensive and rich, enhanced by a range of digital resources. Students are taught well and they are challenged to become independent and resilient. They develop knowledge, skills and understanding of mathematical methods and concepts including number, algebra, geometry, measurement, statistics, probability and financial awareness.

### Assessment

Content is taught in a series of linked units. Each unit is assessed internally at higher or foundation level. Annual internal examinations highlight individual skills and content that requires improvement. Mock examinations and a strategic revision programme throughout Year 11 further support and prepare students for their GCSE examinations.

External examination at the end of the course comprises three examinations with equal weighting. There are two levels of entry, Higher Tier (grades 4 to 9) and Foundation Tier (grades 1 to 5).

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>Controlled Assessments</i></b>
Linear	Summer Year 11	No

## Science (Combined and Separate) - GSCE

The science department believes that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, students should be encouraged to recognise the power of the rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

There are two pathways we offer in science. The first pathway is for combined science students who will achieve two GCSE grades in Combined Science GCSE. The second pathway is called Separate science and can be chosen as an option for those students on the red pathway. This allows pupils to achieve a separate GCSE in biology, chemistry and physics.

## Combined Science

The assessment of this course will see pupils studying the 9-1 AQA trilogy combined science specification 8464. They will be using practical skills throughout Year 9 to Year 11 which will be assessed in the terminal GCSE exams. There is also going to be a greater emphasis on mathematical techniques and literacy skills in the examination where students will be asked to process more data and write detailed essay style answers. Homework is set each week in Year 10 and Year 11 and focuses on the exam topics and exam preparation.

Students start studying GCSE content in year 9 and once options have been selected, the course continues throughout year 10 and ends with terminal exams in the Summer of Year 11.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>
Linear	May/June

## Separate Science

Separate science is only available to students who are on the red pathway and is aimed at those wishing to study science beyond GCSE level. Students will follow the 9-1 AQA separate science specifications which award three separate science GCSEs in biology 8461, chemistry 8462 and physics 8463, each with a distinct grade. Students will be using practical skills throughout Year 9 to Year 11 which will be assessed in the terminal GCSE exams. There is a large emphasis on mathematical techniques and literacy skills in the examination where students will be asked to process data and write detailed essay style answers. Homework is set each week in Year 10 and Year 11 and focuses on the exam topics and exam preparation.

Students start the GCSE content in year 9 and once options have taken place the course continues into year 10 and ends with terminal exams in the Summer of Year 11.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>
Linear	May/June

---

# Enrichment Choices

## Arts Award

This is an award that recognises a wide range of arts activity:

- Performing arts (music, dance, drama, storytelling, circus, mime, carnival, musical theatre).
- Visual arts, craft and design (drawing, painting, ceramics, sculpture, textiles, printmaking).
- Literature (poetry, fiction, journalism, scriptwriting, storytelling).
- Media and multimedia (photography, film, video, computer arts, games design, recorded music, live/performance art).
- New art form and emerging cultural activity.
- New combinations of any of these art forms.

The arts award is designed to suit a wide range of young people as it recognises individual development, not specific skill levels. Young people taking part can be absolute beginners or very skilled in their art form.

Students will complete the award at any of the levels indicated below, although the general expectation is that a silver award is achieved. Some students may have studied bronze award during year 9, in this circumstance the silver award will continue their development.

### The Bronze Award

This is a single unit qualification that encourages students to develop their enjoyment of the arts as a participant and an audience member. Students also research an artist who appeals to them, and share their skills with their group.

### The Silver Award

#### *Unit 1 Arts practice*

Students set themselves a personal artistic challenge in their own arts practice. The challenge should be appropriate to their ability. They develop their critical understanding of their chosen art form and its role within their community and explore their options for future development in the arts.

#### *Unit 2 Supervised arts leadership*

Students plan and deliver a project involving individual leadership responsibility for a specific area of activity such as organising an event (e.g. exhibition, concert, performance, gig or screening), a club, workshop or working one-to-one to develop the skills of others.

### The Gold Award

#### *Unit 1 Arts development*

Students broaden and extend their own arts activity and learn how their own practice relates to the arts sector as a whole. They develop and gain experience of an art form or genre that is new to them. They produce new work that either integrates, or is influenced by, the new genre or art form.

Students attend arts events and work with professional artists and arts organisations through training opportunities, volunteering or work placements. They investigate an issue of concern within the arts, and form a personal view on it.

#### *Unit 2 Arts leadership*

Students take individual responsibility for developing and running a project, including participant and audience research, sharing skills with others, organisation, promotion and delivery of the project to a public audience, and the evaluation of the success of the project for all concerned.

Type of Course	Exam Dates	Controlled Assessments
N/A	N/A	N/A

## Enrichment DT

The design and technology enrichment option focuses on developing designing and making skills. Students will develop their drawing and presentation skills: drawing in 2D and 3D, using 2D Design before developing their practical skills using the workshop tools and machines. Students will have the opportunity to design and make a variety of different products during the course.

## Food – Enrichment

This will give students the opportunity to embed key learning which will support both non-examined and examined elements of the course. Time will be dedicated to scrutinising exam board exemplars so students understand what they are required to do. This will also include learning how to use on-line computer aided design which will support planning and evaluations. There will also be the option to take an on-line Foundation Hygiene and Safety course.

Type of Course	Exam Dates	Controlled Assessments
N/A	N/A	N/A

## Politics – Advanced Supplementary (AS) Level – after school

The AS level government and politics course provides students with an exciting opportunity to study this fascinating subject whilst gaining an additional qualification that is above GCSE level. The course examines the way in which the UK is governed and how democracy works. The course covers topics such as political parties, pressure groups, the electoral system, the role of the judiciary, the role of the prime minister and cabinet, the British constitution and Britain's role within Europe. Students also examine how the current systems could be reformed.

Students are encouraged to approach the topics in an evaluative way and are always encouraged to share their own opinions. The debates often get heated! The course allows students to develop their political awareness, but also develops transferable skills such as extended writing, debating, evaluation ideas, researching, team work and creativity. The course is assessed by two written exams both taken in May of Year 11. There is no coursework. Students are expected to follow the news and current affairs. In order to participate in this course students should have an interest in politics and current affairs, be confident in their literacy skills and have enthusiasm to tackle something new and different.

## Junior Sports Leader Award

This is a nationally recognised award helping Year 10 students develop their leadership and coaching skills. It is an exciting course offering an insight into the enjoyment one can gain through sports leadership.

The syllabus fosters generic skills, which can be applied to a variety of different sporting activities as well as contributing to the participants' personal and social education.

Type of Course	Exam Dates	Controlled Assessments
N/A	N/A	N/A

## Art

Art and design gives you the opportunity to use your own ideas, imagination and creativity. You will be encouraged to develop skills and use a variety of materials and equipment, which will help you to produce the best work you can. Within the art enrichment option, you will be able to develop responses to initial starting points, project briefs and tasks by researching your ideas for your work. You will then be able to explore and experiment with a wide range of techniques and processes such as drawing, painting, printing, collage, sculpture, etc. in order to produce your own pieces of artwork.

## Music

An opportunity to develop instrumental/vocal skills through informal practical enrichment.

## Media Studies – GCSE

Media studies involves looking at different types of mass media communication like television, newspapers, videos, video games, web sites, magazines, comics, pop music and film etc. Media studies GCSE involves studying these types of communication, looking at how they are made, why they are made and how they work. Students will also be making their own media texts as part of their exam and controlled assessment units.

The GCSE media studies qualification is in a linear format covered over two years with the weighting being 60% controlled assessment and 40% examination.

<b><i>Modular /Linear</i></b>	<b><i>Exam Dates</i></b>	<b><i>Controlled Assessments</i></b>
Linear	Summer (Year 11)	Each half term

## Careers

Nunnery Wood students are fortunate to have their own full time careers advisor, Mrs Gwynne.

Lunch time drop in sessions are held three times a week so that students can ask any questions to help them with their decisions without an appointment.

There are a number of websites on the student portal, under the careers information heading and on the school website, that students can access in school or from home to help them with their decisions.

The school library has a dedicated careers section where students have access to information about 6th form, college, apprenticeships and university courses. Also specific career related information, is included to help with career planning.

In Year 11 all students will be offered at least one careers interview to help with their transition from Nunnery Wood to further education or training provision.

This is, of course, in addition to the many other areas of support offered by school staff to help ensure all students progress successfully to the next step in their career journey.

### **How should I choose my GCSE subjects?**

There's no 'right' way to choose your GCSE options, but it does help if you think about your future when making your decisions.

To help generate some career ideas complete the Buzz Quiz on Icould.com or Life Skills on The National Careers Service website. Speak to your school Careers Advisor, Mrs Davies.

Find information about specific job roles on **The National Careers Service** website and qualifications needed to enter your chosen career.

Use your student portal careers information link to find useful websites to help with your research.

### **What career do I want to have?**

You should consider whether your chosen career will require you to get more qualifications in the future. For example, in order to become a doctor, you'll also need to have A-Levels and then go on to study medicine at university. Although it may seem like a long way away, you might want to consider what qualifications you'll need to get into university (if that's your plan) because the subjects you take at GCSE level could have an impact.

The **UCAS** website has information about entry requirements and specific qualifications whether this is through A level, vocational (BTEC) or apprenticeships.

### **What if I don't know what I want to do in the future?**

If you have no idea what career you want in the future, which is not unusual at your age, then you should aim to keep your options open. Studying a range of subjects will provide you with a good overview of different topics and different ways of studying, which can help you identify what subjects you're best at.

Some A level and vocational courses (level 3), will require you to have studied certain subjects at GCSE (level 2) to progress onto their course when you finish Year 11. Check on college and 6th form websites or in the prospectuses available in the school library for grades and entry requirements. If you can't find the information come and speak to Mrs Davies during the lunchtime drop in sessions.

**Students should be aware that they will need high GCSE grades in maths and science to study individual science subjects at A level.**

For example, to study chemistry at A level most 6<sup>th</sup> forms may expect you to have a grade 5 or 6 in GCSE chemistry and have a higher grade 6 (previously B) in maths.

To complete an art and design vocational or A level course you will need to have a GCSE in an art related course at GCSE or have a portfolio of work.

Modern foreign language A levels may require that you have achieved at least a grade 5 or 6 in GCSE.

**Should I take the same GCSE subjects as my friends?**

A lot of students make the mistake of choosing the same subjects as their friends. Although being in the same classes as your friends has its advantages, you should bear in mind that everybody is different and everyone has subjects that they're better at than others. Just because your friends are taking a certain subject, that doesn't mean that you should take it too.

**Should I choose my GCSEs based on my teachers?**

Although it can be tempting to choose your subjects based on what teacher you might get, we suggest that you resist. Everyone has their favourite teachers but there's no guarantee of who you'll get for your GCSEs and what if that teacher leaves? You should base your decisions on the **subject itself** rather than the teacher who will be teaching you.

I hope this has helped with your decisions for what you will study in Years 10 & 11.

Remember I have a drop in at lunch times in my office by the PE department if you have any careers related questions.

Mrs Gwynne

# Section 5: Personal Planning

Name: ..... Tutor Group: .....

This document will be completed during form time. Its purpose is to help you to review your school achievement to date and to plan for your future learning. It will also encourage you to consider your activities outside the classroom and to begin to plan how you will record them in your planner during Key Stage 4. Keep this document safe for use at the start of Year 10.

## Myself

How do I see myself?

*What skills and talents do you have? How would your friends describe you?*

What contributions have I made to school life?

*What have you been involved in, in school, out of school and as extracurricular activities?*

What are my hobbies and interests?

*Are there any hobbies and interests that you would like to experience?*

# My achievements/aspirations....

Things I have achieved both in and out of school:

In School	Out of School

This is what I hope to achieve in and out of school:

In School	Out of School

# My Personal Plan

## Where I am now:

What I can do best....

What I find really easy....

What I find hard work....

## What do I want to achieve?

What am I aiming for....

What I need to do next....

## How do I achieve it?

What help do I need?

The subjects I am interested in studying