



GREATFIELDS SCHOOL
Dream it. Believe it. Achieve it.

Beyond 14

Making Choices

Year 9 Options Book-



Name:

Class:



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Introduction

Dear Parent/Carer,

Your son or daughter is now in the second term of Year 9 at Greatfields and we are approaching the time when we need to consider students' options for year 10 and 11. All students will study English, mathematics, science, Spanish, practical PE and civics.

In addition there are important decisions to be made about which other subjects should be studied over the next two years. We have a range of courses that respond to the varied needs of our students.

The purpose of the booklet is to outline details related to the Key Stage 4 programme and the subjects in particular, as well as give information about the consultation procedure involved. Below I have outlined the options timetable for this year.

Key dates:

- December– KB Consultants' Careers Talks
- March – Options Booklets distributed
- 4th March – Virtual Options Evening for students and parents/carers
- Week beginning 8th March – Options interviews with tutors
- 1st April – Deadline for options choices

If at any stage you require further information, please do not hesitate to contact the school.

Mr Gillham

Deputy Headteacher

Making Choices: A guide for parents/carers

We live in a complex and rapidly changing world which demands high standards of education and many other qualities including flexibility and the ability to work well with others. We have devised courses which will be interesting to our students, open routes to a wide variety of career possibilities and provide a firm foundation for their future.

What should we have in mind when helping our children decide?

- All courses should be approached with an open mind and be given full consideration. Each course has been designed for girls and boys.
- You should think about your child's interests, aptitudes and ability.
- Consideration should be given to possible further education, training and future careers.
- Your child will be receiving considerable information, guidance and advice from subject staff and their tutors. Please discuss this booklet with your child and encourage her/him to actively seek advice and guidance at school.
- Please encourage your child to take their subject choices seriously. The following websites will be useful:
- The first is a quiz that will help you find your child's strengths and weaknesses
<https://www.pearson.com/uk/learners/secondary-students-and-parents/career-choices.html>
- This one tells you more about students' GCSE options and what decisions to make
<http://www.careerpilot.org.uk/information/your-choices-at-14>
- Watch thousands of videos about different careers here
<https://www.careersbox.co.uk/>

Will every student get their first choice of subjects?

We will make every effort to ensure that all students get their first choices. In some cases this may not be possible, in which case we will contact you.

Will students be able to change their choices later?

Students will need to confirm their final choices by 1st April. Once an examination course is started it is virtually impossible to change at a later date.

All parents/carers will receive an email confirming options choices by 29th April at the latest.

Making Choices: A guide for students

Why isn't there a completely free choice of subjects?

Some subjects are important in so many different ways. For example, if you were to leave school without having studied maths or English in depth, you would find over eighty careers closed to you! Dropping subjects can cut you off from possible careers and courses - that is why some subjects are compulsory and why you will be given lots of advice before you make your final choices.

Ask yourself the following questions:-

- Which subjects am I interested in? Why?
- Which subjects am I most successful in? Why?
- Are there any new subjects or courses that interest me?
- What would I like to study after GCSEs?
- What sort of job would I like to do?

You may not be able to answer all of the questions, especially those about your future. Some of you may have lots of different ideas and some of you may want to build your subjects around a single career or interest. In both cases it is important to have a broad balance of subjects.

Remember, help and advice will be given to you from the following people:-

- Your Subject Teachers;
- your Head of Year.

How NOT to choose your subjects

DON'T pick a subject just to be with friends

DON'T pick a subject because you like a particular teacher - you may have different teachers in September.

DON'T think of any subject as a 'girls' subject or a 'boys' subject - they do not exist.

How to do well with your new courses

- Aim for 100% attendance and punctuality and be prepared for every lesson with correct equipment and kit.
- Take an interest in your studies outside of school such as watching documentaries, the news and various websites.
- Ensure all homework and class work is kept up to date. Catch up if you have been absent.
- Keep to deadlines – they are set to comply with exam board regulations.
- Use additional resources such as BBC Bitesize and subject revision books/guides.
- Contribute positively in class and work collaboratively when asked.
- Practise skills and techniques outside the lesson e.g. art, drama, PE.
- Develop good research skills.
- Read around your subject – for example subject specific magazines.
- Continuously revise in preparation for exams at the end of Year 11. Never claim that you have no homework at Key Stage 4 as you can always read through your work, make notes and revise.

Subjects

All will study:

- Mathematics
- English Language
- English Literature
- Science
- Spanish
- Core PE
- Civics

All will choose:

- History or Geography (or both), (Option A)

Free choice – Two choices (Option B and C)

- Sport, Drama, Art, Photography, Triple Science, Statistics, Business, Dance, iMedia

Students will be given advice and guidance by their tutors, year leaders and teachers in relation to their current progress and interests as to which subjects are most appropriate for them.

Options Interviews

All students will be invited to an interview with their tutors to choose their options.

Parents/Carers will receive a letter confirming options choices. If you are not happy with those choices you can contact the Head of Year.

Option A

History	
Geography	

Option B & C

History	
Geography	
Sport	
Drama	
Art	
Photography	
Triple Science	
Statistics	
Business	
Dance	
iMedia	

NB - You may not choose Art and Photography

ENGLISH LANGUAGE



AIM OF COURSE

The aim of the course is to enable students to:

- Read a wide range of texts fluently and with good understanding.
- Read critically and use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

SUBJECT LEADER

Ms Lethbridge

WHAT WILL I STUDY?

We will be following the AQA English Language GCSE (9-1) specification course.

HOW WILL I BE ASSESSED?

Paper 1: 1 hour 45 Minutes (50%)

- Section A – Reading: four questions on an unseen fiction extract
- Section B – Writing: one extended writing question
- The total number of marks available is 80

Paper 2: 1 hour 45 Minutes (50%)

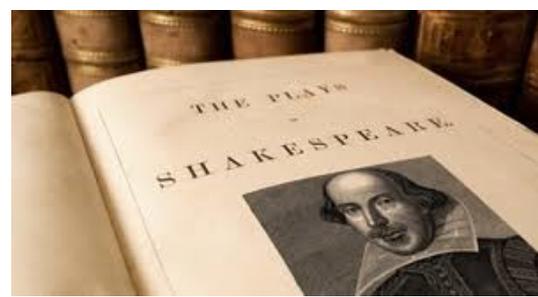
- Section A – Reading: four questions on two thematically linked, unseen non-fiction extracts
- Section B – Writing: one extended writing question . The tasks are linked by a theme to the reading extract
- The total number of marks available is 80

Spoken Language Endorsement

Teacher assessed

Presenting, listening and responding, and the use of Standard English

ENGLISH LITERATURE



AIM OF COURSE

The aim of the course is to enable students to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluative, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

SUBJECT LEADER

Ms Lethbridge

WHAT WILL I STUDY?

We will be following the AQA English Literature GCSE (9-1) specification course.

HOW WILL I BE ASSESSED?

Paper 1: 1 hour 45 Minutes (40%)

- Section A – Shakespeare: students will answer one question on the play *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- Section B – The 19th-century novel: students will answer one question on the novel *A Christmas Carol* by Charles Dickens. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
- The total number of marks available is 64.

Paper 2: 2 hours 15 Minutes (60%)

- Section A—Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.
- Section B—Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- Section C—Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
- The total number of marks available is 96.
- Closed book (texts are not allowed in the Paper 1 and 2 examinations).



MATHS

AIM OF COURSE

Mathematics is a powerful tool that can enable students not only to pursue diverse careers but to find structure and patterns to life, think logically and rationally, develop analytical, research and problem solving skills.

Mathematics also helps us predict the future, explore and identify problems involved with speed, distance, time force, quantities and many more.

There are endless career possibilities with Mathematics. Some of the major roles include; Engineers and Statisticians employed both in the public and private sectors, Mathematics teachers at all level; Business managers; Finance; Medicine; Accounting; IT and Research.

SUBJECT LEADER

Mr Mahebo

WHAT WILL I STUDY?

We will be following the Edexcel Mathematics course.

HOW WILL I BE TAUGHT?

Studying maths at GCSE level will look at all key 6 aspects of maths, which are: Number, Algebra, Ratio Proportions and rates of change, Geometry and Measure, Statistics and Probability.

HOW WILL I BE ASSESSED?

Students will be assessed at the end of year 11. This will be done by three equally weighted papers on the content covered and each paper will be out of 80 marks.

Paper 1: 1 hour and 30 minutes (Non-calculator)

- Number, Algebra, Ratio Proportions and rates of change, Geometry and Measure, Statistics and Probability.

Paper 2: 1 hour and 30 minutes (calculator)

- Number, Algebra, Ratio Proportions and rates of change, Geometry and Measure, Statistics and Probability.

Paper 3: 1 hour and 30 minutes (calculator)

- Number, Algebra, Ratio Proportions and rates of change, Geometry and Measure, Statistics and Probability.



DOUBLE SCIENCE

AIM OF COURSE

By taking double science you will end up with 2 complete GCSEs that are an average grade of your performance in Biology, Chemistry and Physics.

This course is designed for students who enjoy science and will give them the basis of knowledge and scientific practice to apply these skills in the real world. Science enables students to put the literacy and numeracy skills they have been learning through school into practice in real life examples. They will study topics across Biology, Chemistry and Physics that enable them to understand phenomena in the world around them.

The course also provides enough base knowledge for students to study science based courses in the future. Careers which will need Double Science include: midwifery, nursing, forensic science, animal care, laboratory technician work and many others.

SUBJECT LEADER

Ms Khan

WHAT WILL I STUDY?

We will be following the AQA Combined Science: Trilogy course.

HOW WILL I BE TAUGHT?

Your lessons will be taught by the same teacher across Biology, Physics and Chemistry and you will alternate which subject you are studying roughly every half term.

The course will contain a mix of theory and practical lessons. You will also be expected to work independently at home and complete a mix of extension work from the CGP books and on Doodle resources.

HOW WILL I BE ASSESSED?

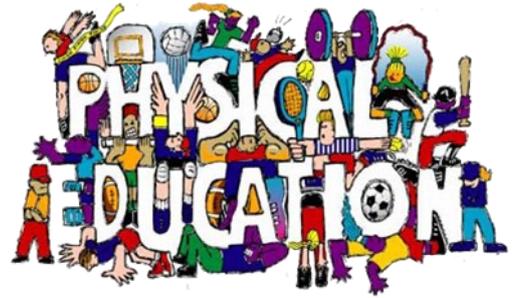
2 x 1h 15m Biology Papers

2 x 1h 15m Physics Papers

2 x 1h 15m Chemistry Papers

6 papers in total.

Core PE



AIM OF COURSE

Physical Education remains a compulsory subject in Years 10 and 11 and all students have three hours over two weeks of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment of PE, to promote lifelong participation within sport and physical activity. The course also aims to encourage students to pursue healthy and active lifestyles. This course does not involve an external examination.

SUBJECT LEADER

Mr Ayerh

HOW WILL I BE TAUGHT?

Pupils will be taught to:

- Use and develop a variety of skills, tactics and strategies to overcome opponents in team and individual games (for example: Dodgeball, Hockey, Basketball, Cricket, Football, Netball, Rounders, Tag Rugby, Athletics and Table Tennis).
- Develop their technique and improve their performance across a wide range of sports.
- Evaluate their own and other's performances, in order to make improvements within their practical performances across a variety of sports.
- Continue to take part regularly in competitive sports and activities for the school sports teams, and outside of school through community links or sports clubs.

Civics



AIM OF COURSE

Civics gives pupils the knowledge, skills and understanding to play an effective role in society. It helps them to become informed, thoughtful and responsible citizens aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident. It encourages pupils to play a helpful part in the life of their school, community and the world.

Democracy and justice - This focuses on the role that citizens can take within the political and justice systems in the UK. It includes: freedom as part of a democracy; fairness and the rule of law as part of justice; power and authority; and, accountability.

Rights and responsibilities - There are different kinds of rights, obligations and responsibilities - political, legal, human, social, civic and moral. Pupils explore contested areas surrounding rights and responsibilities, for the checks and balances needed in relation to freedom of speech in the context of threats from extremism and terrorism.

Identities and diversity - Living together in the UK: This includes the multiple identities that may be held by groups and communities in a diverse society, and the ways in which these identities are affected by changes in society, for example, pupils could learn about: how migration has shaped communities; common or shared identity and what unifies groups and communities; and how living together in the UK has been shaped by, and continues to be shaped by, political, social, economic and cultural changes.

SUBJECT LEADER

Miss Knight

HOW WILL I BE TAUGHT?

Civics is delivered through timetabled lessons, and will cover the following topics over the two year period:

- Employability and enterprise.
- Revision techniques and preparation for examinations.
- Relationships and sex education.
- Alcohol and drugs education.
- Body image and self-esteem.
- Financial education.
- Crime and criminal justice system.
- The global community.
- Communication skills.
- Practical healthy eating.
- Health and wellbeing.

There is no formal assessment for Civics but pupils will be expected to collate their work over the two year period.

GCSE SPANISH



AIM OF COURSE

- Enables students to develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.

Even if you do not follow a career centred on languages, such as: Interpreter (spoken), Translator (written) and language teacher, speaking another language will be a great advantage in any career path you wish to take. Living in a multicultural society means employers often require you to speak a certain language for many job positions. It is a skill which will make you stand out from other candidates.

SUBJECT LEADER

Miss Fernandez

WHAT WILL I STUDY?

We will be following the Edexcel Spanish course.

HOW WILL I BE TAUGHT?

- Identity and culture
- Local area, holiday and travel
- School, future aspirations, study and work
- International and global dimension

HOW WILL I BE ASSESSED?

There will be four assessments, each will be worth 25%:

1. Listening and understanding in Spanish
2. Speaking in Spanish
3. Reading and understanding in Spanish
4. Writing in Spanish

TRIPLE SCIENCE



AIM OF COURSE

By taking triple you will end up with 3 separate GCSES in Biology, Chemistry and Physics.

This course is designed for students who love science and want an extra challenge in the subject. We aim to provide you with the research skills and base content knowledge to study science to a higher level in the future at A Level and beyond. You may be thinking about studying science or a science related course at university.

Triple science is a brilliant choice if you want a career in the future in medicine, engineering, construction, environmental research, or cosmetics/chemical development and many other options which require you to have an understanding of scientific practice.

We want to make sure that every student is on the correct science pathway for them. Triple science is an academically demanding course and therefore only certain students will invited to choose it.

SUBJECT LEADER

Ms Khan

WHAT WILL I STUDY?

We will be following the AQA Triple Science course.

HOW WILL I BE TAUGHT?

Your lessons will be split into 2 hours of chemistry, 2 hours of physics and 2 hours of biology a fortnight, with an extra lesson every fortnight on maths in science skills and experimental technique. The course will contain a mix of theory and practical lessons. You will also be expected to work independently at home and complete a mix of extension work from the CGP books and on Doodle resources.

HOW WILL I BE ASSESSED?

2 x 1h 45m Biology Papers

2 x 1h 45m Physics Papers

2 x 1h 45m Chemistry Papers



GCSE GEOGRAPHY

AIM OF COURSE

GCSE Geography looks at real, current issues that the world is facing now and in the future. By studying Geography you could be a part of the managing of these issues in the future. The skills that you develop with this course will make you very attractive to employers, skills such as: decision making, data analysis, GIS (ICT), fieldwork, team work and communication, just to name a few.

Geography can lead to a wide range of future careers and is still one of the most employable degrees to have. Some jobs include: Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher, Town planner.

SUBJECT LEADER

Mr Tatam

WHAT WILL I STUDY?

We will be following the AQA Geography course.

HOW WILL I BE TAUGHT?

You will also be given the opportunity to visit two geographical areas in the UK to conduct your own geographical research.

Physical Topics: Natural Hazards, Tectonic Hazard, Weather Hazards, Climate Change, Ecosystems, Tropical Rainforests, Hot deserts, UK Physical Landscapes, Coastal Landscapes, River Landscapes.

Human Topics: Urban issues and Challenges, The changing economic world, Resource management, Energy.

HOW WILL I BE ASSESSED?

3 papers in total.

Paper 1: Living with the physical environment	+	Paper 2: Challenges in the human environment	+	Paper 3: Geographical applications
<p>What's assessed</p> <p>3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills</p>		<p>What's assessed</p> <p>3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills</p>		<p>What's assessed</p> <p>3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35 % of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35 % of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 76 marks (including 6 marks for SPaG) • 30 % of GCSE • Pre-release resources booklet made available 12 weeks before Paper 3 exam
<p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (25 marks) • Section C: answer any two questions from questions 3, 4 and 5 (30 marks) • Question types: multiple-choice, short answer, levels of response, extended prose 		<p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (30 marks) • Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose 		<p>Questions</p> <ul style="list-style-type: none"> • Section A: answer all questions (37 marks) • Section B: answer all questions (39 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

GCSE HISTORY

AIM OF COURSE

History is continuously changing the world around us and historic events have helped to shape the multi-cultural societies we live in. That is why studying the GCSE History course is vital as it will allow students to investigate past politics, societies, cultures, languages, art, education, conflicts and more. Looking at how things have developed over time and connect the dots to understand how we have got where we are today.

Apart from studying a wide range of exciting historic topics, you'll learn a range of skills that will help you with A-levels and future work. These include:

- Excellent communication and writing skills
- How to construct an argument
- Research skills
- Investigation and problem-solving skills
- Analytical and interpretation skills.

Studying history can lead to some exciting career options, including: teaching, journalism, law, business, politics, archaeology and marketing.

SUBJECT LEADER

Mr Darr

WHAT WILL I STUDY?

We will be following the AQA GCSE History syllabus.

Paper 1: Understanding the modern world

Section A: Period Studies – Germany, 1890–1945: Democracy and dictatorship

Section B: Wider World Depth Study – Conflict and Tension in Asia, 1950-1975

Paper 2: Shaping the nation

Section A: Thematic studies - Migration, empires and the people, c790 to the present day.

Section B: British depth studies including the historic environment: Elizabethan England c1588-1603

HOW WILL I BE ASSESSED?

Paper 1: 2 hour exam

Section A – six compulsory questions (40 marks).

Section B – four compulsory questions (40 marks) Plus 4 marks for spelling, punctuation and grammar.

Paper 2: 2 hour exam

Section A – four compulsory questions (40 marks) Plus 4 marks for spelling, punctuation and grammar.

Section B – four compulsory questions (40 marks)



GCSE Art & Design



AIM OF COURSE

- Develops your artistic skills using a range of media and processes, including painting, drawing, working with clay, photography, textiles, sculpture and printing. While completing projects, you will be able to choose the techniques that best suit your skills and your design.
- You will continue to develop your practical skills learnt at KS3.
- You will learn how to explore the visual world around you, and also how to investigate, analyse, and experiment, problem solve and express your ideas visually.
- Your learning will also involve many trips to galleries, exhibitions and workshops, to help develop your ideas and creativity.
- Most employers will want you to be able to demonstrate creativity and imagination and Art is a great way to show this and gain a well-rounded education. Universities prefer well-rounded students who have a range of different skills.
- Art is a requirement for many exciting jobs, including advertising, web-design, graphic design, craftwork, furniture design, gallery director, illustration, art therapy, costume and set design, photography, fashion design, animation and architecture. Studying Art keeps your options open, if you don't know yet what type of career you would like.

SUBJECT LEADER

Ms Knight

WHAT WILL I STUDY?

We will be following the AQA Art & Design course.

HOW WILL I BE TAUGHT?

- Year 10 consists of 3 projects: 'Surfaces', 'Fantastic and Strange' and 'Identity'. These projects will include: painting and drawing (using a variety of medium and technique), printmaking (mono printing, lino cutting and etching), sculpture, mixed media, textiles (embroidery and machine sewing and photography (composition).
- In Year 11 you complete one mock examination project. For this project you will choose what medium you want to work in. Your GCSE externally set assessment task will then start at the beginning of the spring term.
- Students will be advised to attend Art club once a week.

HOW WILL I BE ASSESSED?

Assessment objectives: 1) Develop ideas, 2) Refine work, 3) Record ideas, 4) Present a response.

- Unit 1: Portfolio of work

60% of the total marks will be awarded based on portfolio of work which pupils will develop throughout Year 10 and the beginning of Year 11. This will include 3 projects which must demonstrate a response to all assessment objectives.

- Unit 2: Externally Set Task

40% of the total marks will be awarded based on pupils' response to an externally set project. This will be set at the beginning of the Spring Term in Year 11. Pupils will choose from 7 different themes on which to base their project. A final piece will be completed in 10 hours of supervised exam time. The project must demonstrate a response to all assessment objectives.

- **Exhibition:** At the end of the course, there will be a celebratory exhibition of all students' work.

GCSE Art & Design: Photography



AIM OF COURSE

- How photographs are made and how they represent the world.
- How to use a range of techniques using traditional and new technologies.
- How to create photography in various genres, including portraiture, landscape, still-life, documentary, abstract, conceptual, moving image and installation.
- How to conduct research in photography, explore the work of famous photographers, generate exciting and imaginative ideas for projects work collaboratively with others.
- Photography can lead to studying 'A' level photography and other Art foundation courses. In turn, this leads to a range of Photography and Art university courses.
- Photography is a great way to explore your creativity and change the way you see the world.
- There are many different career paths within photography, including fashion photography, sports photography, travel photography, forensic photography, commercial photography, medical photography and scientific photography. Career options also include photo editing, web-design, digital design, and working in media editing and advertising.

SUBJECT LEADER

Miss Tasneem

WHAT WILL I STUDY?

We will be following the AQA Art & Design: Photography course

HOW WILL I BE TAUGHT?

- Year 10 consists of 4 projects. The first project will be an introduction to the formal elements of photography: lighting, viewpoint, depth of field, aperture, shutter speed, chemical and digital processes. For the remaining three projects you will be set a theme (Fantastic & Strange, Natural forms and Identity), to visually explore using techniques learnt during project one. You will become a proficient user of digital cameras and Photoshop. You will learn to use a variety of equipment in order to create your own photographs.
- In Year 11 you complete one small project based on a specific theme and then your GCSE externally set assessment from the beginning of the spring term.
- Visits to photographic exhibitions, galleries and museums will be arranged on a regular basis to support the development of your portfolio of work as well as talks from leading professionals from the creative industry.
- Students will be advised to attend Photography club once a week.

HOW WILL I BE ASSESSED?

Assessment objectives: 1) Develop ideas, 2) Refine work, 3) Record ideas, 4) Present a response.

- Unit 1: Portfolio of work

60% of the total marks will be awarded based on portfolio of work which pupils will develop throughout Year 10 and the beginning of Year 11. This will include 5 projects which must demonstrate a response to all assessment objectives.

- Unit 2: Externally Set Task

40% of the total marks will be awarded based on pupils' response to an externally set project. This will be set at the beginning of the Spring Term in Year 11. Pupils will choose from 7 different themes on which to base their project. A final piece will be completed in 10 hours of supervised exam time. The project must demonstrate a response to all assessment objectives.

- **Exhibition:** At the end of the course, there will be a celebratory exhibition of all students' work.

GCSE DRAMA



AIM OF COURSE

The study of Drama can help students develop transferable skills, such as; creativity, communication, presentation/public speaking, leadership skills, problem solving, time management, initiative and the ability to work to a deadline.

The transferable skills and confidence developed through Drama will be especially useful in any job or career that involves collaborative work. Students could go on to take an A Level in Drama and Theatre Studies, a vocational course in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology.

Drama is also a subject to take if your career ambition is to work in the entertainment industry, both in front of an audience or behind the scenes.

SUBJECT LEADER

Miss White

WHAT WILL I STUDY?

We will be following the AQA GCSE Drama specification.

HOW WILL I BE TAUGHT?

This course combines practical, creative and analytical skillsets. The students will be able to explore how drama comes to life on stage including; performing, directing and designing for theatre including; costumes, set design, lighting and sound.

The course is split into three assessment components, all of which involve both practical exploration and written work. You can see from the table below how the different components are assessed and what is required for each component. You will also see that the written work is worth a great deal of marks and so will have a significant impact on your overall grade.

HOW WILL I BE ASSESSED?

<p style="text-align: center;">Component 1 – Understanding Drama</p> <p style="text-align: center;">40% 80 marks</p>	<p style="text-align: center;">Component 2 – Devising</p> <p style="text-align: center;">40% 80 marks</p>	<p style="text-align: center;">Component 3 – Texts in Practice</p> <p style="text-align: center;">20% 40 marks</p>
<p>What's assessed</p> <p>Knowledge and understanding of drama and theatre.</p> <p>Study of one set play – Blood Brothers</p> <p>Analysis and evaluation of the work of live theatre - Macbeth</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour and 45 minutes • Open book • 80 marks • 40% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • Section A: multiple choice (4 marks) • Section B: four questions on a given extract from the set play chosen (44 marks) • Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks) 	<p>What's assessed</p> <p>Process of creating devised drama.</p> <p>Performance of devised drama</p> <p>Analysis and evaluation of own work</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) 	<p>What's assessed</p> <p>Performance of two extracts from one play</p> <p>Free choice of play but it must contrast with the set play chosen for Component 1</p> <p>How it's assessed</p> <p>Performance of Extract 1 (20 marks) and Extract 2 (20 marks)</p>

DANCE



AIM OF COURSE

Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities.

Dance is both physical and expressive – this is what makes it similar to and different from other art forms and physical activities.

The RSL Dance course is a practical course designed for students who are enthusiastic about dance. The course helps students develop technical and expressive skills, as well as knowledge and understanding of dance through performance, choreography and critical appreciation of dance. The course is designed to help students' increase their confidence and self-esteem, employ the skills of problem solving and creativity and enable all students to make knowledgeable decisions about professional works. Transferable skills such as these will be especially useful in any job or career that involves collaborative work.

This course provides a solid foundation for a career in dance or performing arts and/or further studies in dance or performing arts, including A-level Dance.

Dance is also a subject to take if your career ambition is to work in the entertainment industry, both in front of an audience or behind the scenes.

SUBJECT LEADER

Miss White

WHAT WILL I STUDY?

We will be following the RSL Level 2 Certificate in Creative and Performing Arts: Dance.

HOW WILL I BE TAUGHT?

This course combines practical, creative and analytical skillsets. The students will be able to develop and improve their technical, physical and expressive skills alongside their choreographic skillset.

The course is split into two assessment components, all of which involve both practical exploration and written work. You can see below how the different components are assessed and what is required for each component. You will also see that this course is highly practical and favors the students' performance and choreographic skillset. However, written work is still essential and will be presented in the form of a portfolio.

HOW WILL I BE ASSESSED?

Students will be assessed and graded in the following categories;

Pass

Merit

Distinction

Unit 1: Ensemble Dance – 50% of the entire course.

This unit will ask the students to develop their performance and expressive skillset and apply these within a performance in a large ensemble group. In order to succeed in this unit, students will need to do the following;

- Learn and perform two contrasting phrases of movement, either as a piece of repertoire or choreographed by their teacher.
- Work collaboratively to develop both of these phrase in creating a large ensemble group performance.
- Create an analytical and evaluative portfolio which reflects on how you have developed your own technical and expressive skills.

Unit 2: Live performance – 50% of the entire course.

This unit asks for students to demonstrate their creativity and innovation when choreographing an original piece of work, using a set stimulus as their theme and inspiration. In order to succeed in this unit, students will need to do the following;

- Demonstrate their planning and thought process as a creator and choreographer.
- Demonstrate exceptional performance skills and versatility during performance and connect with your chosen audience by applying clear expressive skills.
- Create an analytical and evaluative portfolio which reflects on how you have contributed to the creation of the piece and how successful you were in achieving your chosen performance intention.

OCR Cambridge National Level 1/2 Sport Studies



Why study Sport Studies?

The Cambridge Nationals in Sport Studies take a more sector-based focus, whilst also encompassing some core sport/Physical Education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance.

They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry. This course will be suitable for students who love PE, always bring in their kit, and give 100% in every lesson.

Assessment criteria

Pupils will study 4 out of the 6 units from the table below in order to achieve the OCR Level 1/2 Cambridge National Certificate in Sports Studies.

Sport Studies Units	Assessment method	GLH	J803 Award 60 GLH	J813 Certificate 120 GLH
Mandatory				
R051: <i>Contemporary issues in sport</i>	Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions	30	M	M
R052: <i>Developing sports skills</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	M	M
Optional				
R053: <i>Sports leadership</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R054: <i>Sport and the media</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R055: <i>Working in the sports industry</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R056: <i>Developing knowledge and skills in outdoor activities</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O

Aims of the course

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop their ability to apply theoretical knowledge to practical situations.
- Gain a better understanding of the complexity of different areas of sport and the sports industry.

AQA GCSE Business

AIM OF THE COURSE

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

SUBJECT LEADER

Mr Khan

WHAT WILL I STUDY AND HOW WILL I BE TAUGHT?

The course consists of 6 units:

Unit 1—Business in the real world

Unit 2—Influences on business

Unit 3—Business operations

Unit 4—Human resources

Unit 5—Marketing

Unit 6—Finance



The units will include the following content—The purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. The importance of external influences on business and how businesses change in response to these influences. What business operations involve, their role within the production of goods and the provision of services. Purpose of human resources, its role within business. The purpose of marketing, its role within business. The purpose of the finance function, its role within business and how it influences business activity.

HOW WILL I BE ASSESSED?

Paper 1: Influences of operations and HRM on business activity

- Written exam: 1 hour 45 minutes 90 marks 50% of GCSE

Paper 2: Influences of marketing and finance on business activity

- Written exam: 1 hour 45 minutes 90 marks 50% of GCSE