



**Beyond 14**  
**Making Choices**  
**Year 9 Options Booklet**

**Name:**

**Class:**







## **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>

## **ASDAN**

**Exam board:** ASDAN

**Course code/specification number:** CoPE level 1 or 2

**Level of qualification:** Level 1 or 2

### **What will students learn about?**

The Certificate of Personal Effectiveness is a nationally recognised qualification outcome of the ASDAN programmes. The qualifications offer imaginative ways of accrediting young people's activities. They promote and allow centres to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges.

The CoPE Student Book comprises 12 modules, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the Certificate of Personal Effectiveness. For CoPE Level 1, challenges can come from Section A, B or C; for CoPE Level 2, at least six of the credits must be chosen from the longer challenges of Sections B and C.

The module titles are:

Communication, Citizenship and Community, Sport and Leisure, Independent Living, The Environment, Vocational and Diploma Preparation, Health and Fitness, Work Related Learning and Enterprise, Science and Technology, International Links, Expressive Arts and Beliefs and Values.

### **What skills will students develop and demonstrate?**

By building a Portfolio of Evidence as they complete various challenges, students must demonstrate competence at Level 1 or 2 in the following skills: Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.

### **What grades can students access?**

Level 1 is comparable to a GCSE Grade 1-3.

Level 2 is comparable to a GCSE Grade 4-8.

### **How will students' learning be assessed?**

After students' portfolios have been internally moderated, centres must register candidates' names for external moderation - at least four weeks before a regional moderation meeting. ASDAN will issue certificates following successful external moderation.



## Community Languages

**Arabic/ Bengali/ Chinese/ French/ German/  
Italian/ Japanese/ Polish/ Portuguese/ Punjabi/  
Russian/ Turkish/ Urdu**



### AIM OF THE COURSE

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

Ms H Begum

### WHAT WILL I STUDY AND HOW WILL I BE TAUGHT?

You will NOT study these subjects in school. If you are fluent in any one of the above languages in all 4 skills (Reading, writing, speaking and understanding) then you have the opportunity to sit the exam and gain an additional GCSE.

### HOW WILL I BE ASSESSED?

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

1. Listening and understanding in Spanish
- 2.3. Reading and understanding in Spanish
- 3.2 Speaking in Spanish
- 4.4. Writing in Spanish

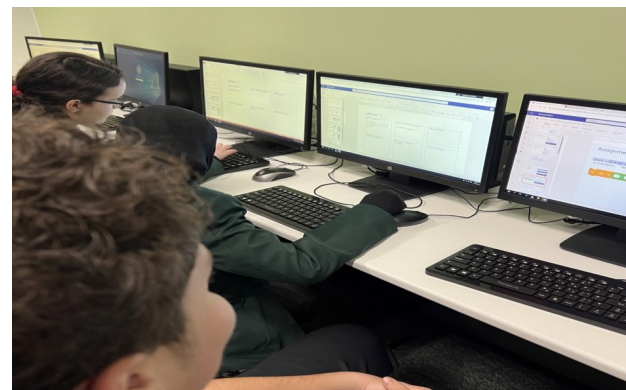
## **Will every student get their first choice of subjects?**

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 28th March 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 26th 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 KS4?
- 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 WILL I BE ASSESSED?

The assessment objectives are: AO1: Develop Ideas AO2: Refine Ideas AO3: Record Ideas AO4: Present a Response. Both projects must demonstrate a response to all assessment objectives

Units	What is submitted?	When is it completed?	Percentage of total
Unit 1	Portfolio of work including 2 projects	Year 10 and beginning of year 11.	60%
Unit 2	Externally Set Task. A final piece will be completed in 10 hours of supervised exam time.	This will be set at the beginning of the Spring Term in Year	40%

## CAREERS

- ◆ 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.
- ◆ Students who study Art and design subjects are taught a range of soft skills which can be applied to other subjects to generate unique viewpoints and solutions to problems. They are taught to think critically and identify area for self-development. They are taught analytical skills which can be applied to a range of different subjects and enhance technical skills which can support the study of a range of different subjects.

## FINAL SHOWCASE

There will be a celebratory showcase / fashion show of all students' work at the end of the year.



AIM OF COURSE

- ◆ You will learn how to investigate, analyse, experiment and problem solve. You will develop an imaginative power and the skill set to express ideas, feelings and meanings.
- ◆ You can choose to work in a range of areas within textiles such as fashion, interiors, surface patterns, costume design and many more.
- ◆ You will develop your skills using a range of materials and processes, including weaving, embroidering, textiles and printing. You can choose techniques which best suit your skills.

SUBJECT LEADER

Miss Hussain

WHAT WILL I STUDY

- ◆ Year 10 consists of 2 projects. These projects will go towards your final grade.
- ◆ In Y11 you will complete one mock examination project. For this project you will choose the area and medium you want to work in. Your GCSE externally set assessment task will start at the beginning of the spring term. work.

**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
- Core PE
- PSHE

### Pathways

There are three pathways:

**Ash**– You must choose Spanish and History and/or Geography.

**Birch**—You may be advised to not do Spanish, history and/or geography. You will then make three free choices.

**Cedar**—You may be advised to not do Spanish, geography and history. You will then make four free choices.

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.

All students will need to pick a reserve as some courses only have limited space.

You will need to choose one reserve

**NB** - You may not chose: the following combinations:

- Computing and iMedia
- BTEC Business and GCSE Business
- Art and Photography
- OCR Sport and GCSE PE

## WJEC Hospitality and Catering 1 / 2



### **AIM OF COURSE**

To follow the WJEC Vocational Award in Hospitality & Catering

### **WHAT WILL I STUDY?**

**In YR10** you will build on basic cookery skills cooking and presenting a range of dishes and the focus will be on healthy eating. You will analyse, describe, explain and evaluate hospitality and catering providers, and understand the hierarchy in a kitchen environment. You will be able to go out of school and attend events in hotels to gain an awareness of career opportunities in Hospitality & Catering.

**In YR11** you will practice higher cooking skills, You will complete a portfolio of work where you will analyse, describe, and explain about nutrients in the food you cook and eat. As part of the portfolio of work you will carry out a 3 hour practical cooking class. The dishes cooked will reflect your knowledge of the needs of different age groups, and their dietary and religious needs. You will visit local colleges to gain an insight on how you can further your development in this subject.

This course gives students the basic knowledge to go onto future study within the Hospitality & Catering industry. It also gives the students an awareness that they can enter the work arena for Hospitality and Catering in lots of different areas and levels. This subject allows students the room to be creative and imaginative and to achieve life skills.

### **HOW WILL I BE TAUGHT?**

You will be taught by the same teacher for unit 1 & 2

The course will contain a mix of theory and practical lessons. You will be expected to carry out work independently using a range of resources.

### **HOW WILL I BE ASSESSED?**

Unit 2 1 portfolio of work (12 hours) 60% of final grade

1 exam (1 hour & 20 minutes) 40% of final grade 80 marks

Outcomes: Level 1 Pass Level 21 merit Level 1 Distinction

Outcomes: Level 2 Pass, Level 2 Merit, Level 2 Distinction

### **SUBJECT LEADER**

Ms Cuthbert



## BTEC Tech Award in Health and Social Care



### AIM OF COURSE

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care is an excellent opportunity for learners who want to acquire real, practical knowledge through vocational studying. You will learn about the development of the human lifespan, health and social care services and the values, around health and wellbeing.

During your time at Greatfields School you will also complete a one week of work experience placement which will provide you with valuable experience in the following sectors: Health, Social Care or Early Years. Furthermore, the course is widely recognised by employers and further education colleges.

**After year 11:** our students have the option of studying the Level 3 Health and Social Care qualification, in year 12 and 13. This can lead to a place at university to study a variety of courses, including Nursing, Midwifery, Occupational Therapy, Psychology, Sociology, Public Services, Criminology, Journalism, Primary Teaching or Early Childhood Studies.

**SUBJECT LEADER**                      **Mrs Sufia Begum**

### WHAT WILL I STUDY?

The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health such as blood pressure, peak flow and height
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This Award complements the learning in GCSE programmes such as GCSE English. Additionally, it will enhance the more theoretical facets addresses in GCSE Biology or GCSE Psychology by enabling you to apply your knowledge and skills in practical scenarios.

### HOW WILL I BE ASSESSED?

The three components focus on the assessment of applied knowledge and practices, all are essential. Learners need to achieve all components in order to achieve the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

## 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.

**Pick four subjects from below, plus a reserve (R).**

History	
Geography	
Spanish	
OCR Sport	
GCSE PE	
Drama	
Art	
Photography	
GCSE Textiles	
Triple Science	
GCSE Business	
BTEC Business	
BTEC Dance	
iMedia	
Computing	
Sociology	
BTEC Health and Social	
Hospitality and Catering	
BTEC Music	
ASDAN	

## 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 the knowledge gained from wider reading to inform and improve their own writing.
- Write effectively and coherently using Standard English where appropriate.
- 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 Lathwell

### 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 descriptive or narrative 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 non-fiction creative writing question based on a similar topic to section A.
- The total number of marks available is 80

### Spoken Language Endorsement

Teacher assessed

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

BTEC Music Practice - Course Overview			
	Component 1 (30%)	Component 2 (30%)	Component 3 (40%)
What will I Learn?	<ul style="list-style-type: none"> <li>• You will learn about 5 different styles of music</li> <li>• You will learn how to compose and perform music in rock and roll, Motown, Samba, Pop, and Hip hop.</li> <li>• You will learn how to use music technology to create music.</li> </ul>	<ul style="list-style-type: none"> <li>• You will focus on improving in 2 areas of music. Music production, composition, and performance.</li> <li>• You will learn how to create and perform music in your chosen style.</li> </ul>	<ul style="list-style-type: none"> <li>• You will use the musical skills you build over the first 2 components to respond to a brief.</li> <li>• This is a chance for you to apply your skills as a musician in a real-world scenario</li> </ul>
How will I Be assessed?	<ul style="list-style-type: none"> <li>• You will produce 5 small pieces of music exploring the styles above.</li> <li>• You will write a small explanation of what you have produced and how it relates to the styles of music studied</li> </ul>	<ul style="list-style-type: none"> <li>• You will set out a plan for improvement in your chosen areas and follow the plan.</li> <li>• You will produce evidence of your improvement through performances and recordings.</li> </ul>	<ul style="list-style-type: none"> <li>• You will produce a written exploration of the brief. You will set out your intentions for your final product</li> <li>• You will then produce performances and compositions that meet the brief. This unit is externally assessed.</li> </ul>

## BTEC Music



### AIM OF COURSE

The course aims to develop skills that best equip you to continue your musical journey. Over the two years of study you will develop your skills on instrument, learn how to create and compose music in styles of your choice and learn how to market your music to a wider industry. You will study the modern music industry and how to become a better musician.

The course also builds transferable skills that will make you invaluable to future employers. Strong ICT skills, the ability to work well under pressure, and confidence are just a few of the qualities that make musicians more employable when they leave school.

Music can open up careers in engineering, radio, TV and film, marketing, therapy and education.

### SUBJECT LEADER

Mr Bagley

### WHAT WILL I STUDY?

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

### HOW WILL I BE TAUGHT?

The course is designed build your knowledge of music, music technology skills and music performance skills. There are three components which are designed to help you to become a well rounded musician.

#### Component 1: Exploring Music Products and Styles

During this component you will learn how music is produced across a variety of music styles. You will learn the techniques used to produce recordings, music for TV, film and computer games and live performances. You will also study the musical features of different styles of music. To complete this unit you will produce pieces of music showing your understanding of different styles of music.

#### Component 2: Music Skills Development

During this component your aim is to improve in two different areas of music. You can choose to improve in music performance, composition or music production. You will set out a plan of how you will improve in these areas and then produce work to show that you have stuck to your plan. This allows you to get better at your chosen musical specialism! This could be singing, song writing, rap, beat making, or playing an instrument.

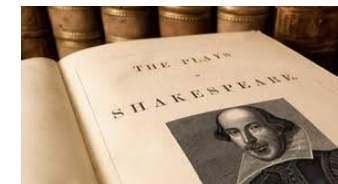
#### Component 3: Responding to a Music Brief

During this component you will be able to apply all of the skills you build during components 1 and 2. You will be given a brief and are then tasked with producing a piece of music that explores that brief. This could be covers of songs, your own original music or digital composition. This can be a solo or group performance and you will get to show how your musical skills make you well suited for the modern music industry.

### HOW WILL I BE ASSESSED?

You will be assessed through a combination of internal and external assessment. Components 1 and 2 will be marked by your teacher. Component 3 is marked externally. There is no final exam for this course.

## ENGLISH LITERATURE



### AIM OF COURSE

The aim of the course is to enable students to:

- Read a wide range of literature fluently and with good understanding, whilst making connections between texts.
- Read in depth so that they are able to discuss, explain and evaluate their understanding and ideas about literary texts.
- Develop the habit of reading widely, often and for enjoyment.
- 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 and linguistic terms that will help them critique and analyse their reading.

### SUBJECT LEADER

Ms Lathwell

### 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 about the play *An Inspector Calls*.
- Section B—Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the *Power and Conflict* anthology.
- 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

The aim of the course is not only to enable students to pursue diverse careers but to find structure and patterns to life, think logically and rationally, develop analytical, research and problem solving skills.

Mathematics is a powerful tool which 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 levels; Business managers; Finance; Medicine; Accounting; IT and Research.

### SUBJECT LEADER

Mr Woodhouse

### WHAT WILL I STUDY?

We will be following the GCSE Edexcel Mathematics course and will study all 6 key aspects of maths: Number, Algebra, Ratio Proportions and rates of change, Geometry and Measure, Statistics and Probability in greater detail. We will then apply these maths skills into problem solving and real life situations.

### HOW WILL I BE TAUGHT?

We will continue to teach using a variety of teaching tasks and engaging activities. We will promote independent work as well as group and collaborative work in lessons. There will also be opportunities for online independent learning.

### HOW WILL I BE ASSESSED?

Students will be assessed at the end of year 11 by completing three equally weighted papers. Each of the papers is out of 80 marks. All papers will cover the 6 key skills: Number, Algebra, Ratio, Proportions and rates of change, Geometry and Measure, Statistics and Probability.

- **Paper 1:** 1 hour and 30 minutes (Non-calculator)
- **Paper 2:** 1 hour and 30 minutes (Calculator)
- **Paper 3:** 1 hour and 30 minutes (Calculator)

## BTEC Tech Awards in Enterprise



### AIM OF THE COURSE

All businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast-changing world. Enterprise is a key government focus and is set to form an important part of the UK's global economic status, both now and in the future. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this sector.

### SUBJECT LEADER

Mr Khan

### WHAT WILL I STUDY AND HOW WILL I BE TAUGHT?

Component 1: Exploring Enterprises

Component 2: Planning for and Pitching an Enterprise Activity

Component 3: Promotion and Finance for Enterprise

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.



### HOW WILL I BE ASSESSED?

Components 1 and 2 are assessed through internal assessment. Each of these components is worth 30%

Component 3 is an external assessment. The assessment must be completed in 2 hours and is worth 60 marks. This component is worth 40%

## 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

## COMBINED SCIENCE



### AIM OF COURSE

By taking double science you will work to achieve 2 complete GCSEs that are an average grade of your performance across 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 such as A levels in Biology, Chemistry or Physics. Careers which will need Combined Science include: midwifery, nursing, forensic science, animal care, laboratory work and many others.

### HEAD OF SCIENCE

Ms Ahmed

### HEAD OF KEYSTAGE 4

Mr Daludado

### 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 online resources.

### HOW WILL I BE ASSESSED?

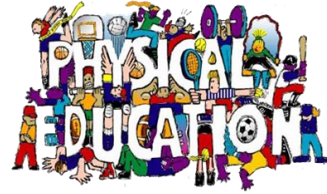
2 x 1h 15m Biology Papers—70 marks each

2 x 1h 15m Physics Papers—70 marks each

2 x 1h 15m Chemistry Papers—70 marks each

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: Badminton Handball, Basketball, Cricket, Football, Netball, Rounders, Tag Rugby, Athletics, Volleyball, Badminton 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.

## GCSE Computer Science

### AIM OF THE COURSE

- ◆ 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

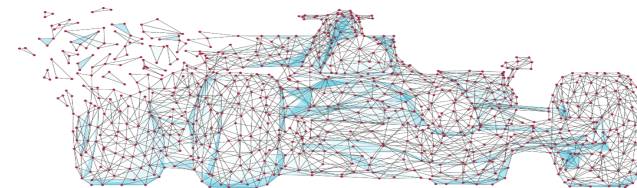
### SUBJECT LEADER

Mr Choudry

### What will I learn?

This GCSE will equip you with a range of transferable and theoretical skills:

- ◆ Programming skills in a modern language
- ◆ An understanding of how computers and networks work
- ◆ Knowledge of cyber-security and how hackers attack systems



### HOW WILL I BE ASSESSED?

Over the 2 years, you are required to complete:

#### **2 Written Exams**

Design  
Games **Future careers** electronics  
Data **Web** Entrepreneur App  
analysis UX/UI Programming

Systems engineer



## Cambridge Nationals iMedia



### AIM OF THE COURSE

- Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart.
- They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning.
- Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.
- Creative iMedia provides students with specific and transferable skills and a solid foundation in understanding and applying this subject, whether it is in employment or higher education.

### SUBJECT LEADER

Mr Choudry

### WHAT WILL I STUDY AND HOW WILL I BE TAUGHT?

The Creative iMedia course introduces you to how the media and entertainment industry works. Topics include learning how to create professional projects from scratch to understanding the law and rules surrounding digital media.



### UNITS:

- ◆ R093: Creative iMedia in the media industry
- ◆ R094: Visual identity and digital graphics
- ◆ R097: Interactive digital media

### HOW WILL I BE ASSESSED?

Over the 2 years, you are required to complete:

**2 Control Assessment Modules** (collectively 60% of the grade)

**1 Written Exam** (40% of the grade)

## PSHE



### AIM OF COURSE

PSHE 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

Mr Wiles

### HOW WILL I BE TAUGHT?

PSHE 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 PSHE 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

## GCSE PE



### Why study GCSE PE?

GCSE PE allows learners to study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

This course will prepare learners for the further study of PE and sports science courses, as well as other related subject areas such as biology, psychology and sociology. Learners will also develop the transferable skills that are in demand by Further education, Higher Education and employers in all sectors of this industry. This course is the perfect choice for anyone who is passionate about PE and Sport.

### Assessment Criteria

#### Aims of the course

Exam	Practical sports performance	Coursework assignment
Paper 1 1.1 Applied anatomy and physiology 1.2 Physical training	• 1 team sport • 1 individual sport	In this assignment students will need to analyse and evaluate a peer's performance in a sport. You will then plan how to improve their performance.
Paper 2 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being.	• Another individual or team sport	

- 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 in different physical activities by developing skills, techniques, and using tactics effectively
- Develop their 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.



## OCR Cambridge National Level 1/2 Sport Studies



### Why study Sport Studies?

The Cambridge Nationals in Sport Studies is a vocational qualification that is equivalent to a GCSE.

Vocational qualifications are practical qualifications that relate to a specific job or career sector. Students will have a mix of theory and practical performance throughout this qualification.

Students have the opportunity to apply theoretical knowledge about different types of sport. Develop their knowledge on the issues within sport and physical activity. Students will also develop their practical performance across a range of sports, whilst also taking part in various leadership roles.

### Assessment criteria

Pupils will study the following units in order to achieve the OCR Level 2 Cambridge National Certificate in Sports Studies.

UNIT TITLE	METHOD OF ASSESSMENT
Contemporary issues in sport	Exam
Performance and Leadership in Sports activities	Practical assessment
Sport and the Media	Coursework

### 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.
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

## SEPARATE SCIENCES (TRIPLE SCIENCE)



### AIM OF COURSE

By taking separate sciences you will work towards achieving 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.

Separate sciences 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 and we recognise that Separate sciences is an academically demanding course. Therefore we offer this course at both a higher and foundation level, thus enabling students who really enjoy the subject to opportunity to study Science at a deeper level.

### HEAD OF SCIENCE

Ms Ahmed

### HEAD OF KEYSTAGE 4

Mr Daludado

### WHAT WILL I STUDY?!

We will be following the AQA Biology, AQA Chemistry and AQA Physics.

### 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. 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 online resources.

### HOW WILL I BE ASSESSED?!

2 x 1h 45m Biology Papers—100 marks each

2 x 1h 45m Physics Papers—100 marks each

2 x 1h 45m Chemistry Papers—100 marks each

6 papers in total.

## 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, such as climate change and geopolitical issues. 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, Lawyer, Geologist, Commercial/residential surveyor, Environmental consultant, Geographical Information Systems Officer, Meteorologist, Planning and development surveyor, Town planner.

### SUBJECT LEADER

Ms Hudson

### 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.

## HOW WILL I BE ASSESSED?

Students will be assessed and graded in the following categories;

Pass

Merit

Distinction

### **Component 1: –Exploring the Performing Arts—30% of the entire course.**

*In this component you will develop a practical understanding of how performing arts work is created. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will have the chance to explore practically the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. You will broaden your knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material.*

### **Component 2: Developing Skills and Techniques—30% of the entire course.**

*In this component, you will develop performing techniques. You will have the opportunity to specialise as a performer, you will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work. Throughout your development, you will review your own progress and consider how to make improvements.*

### **Component 3—Responding to a brief—40% of the entire course.**

*In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and asks you to consider your target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.*



## **DANCE**

### AIM OF COURSE

The 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. 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.

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.

### SUBJECT LEADER

Miss White

### WHAT WILL I STUDY?

We will be following the BTEC Performing Arts Tech Award: 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.

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance for a real vocational scenario.

Everyone taking this qualification will study three components, covering the following content areas:

- **Exploring the Performing Arts** - developing an understanding of the performing arts including practitioners' work and the processes used to create performance.
- **Developing Skills and Techniques in the Performing Arts** - development of performing arts skills and techniques through the reproduction of dance repertoire as performers
- **Responding to a Brief** - contributing to a workshop performance as a performer in response to a given brief and stimulus.

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

## 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)

## HOW WILL I BE ASSESSED?

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



## 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 Begum/Miss Windsor

### WHAT WILL I STUDY?

We will be following the AQA Art & Design course.

### HOW WILL I BE TAUGHT?

- Year 10 consists of 2 projects: 'Alternative Portrait', and 'Changes'. 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 Y11 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 or interventions once a week.
- You will be expected to work independently at home and at school to develop your project work.

## 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 may choose from 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, 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

Ms Gold

### WHAT WILL I STUDY?

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

### HOW WILL I BE TAUGHT?

- Year 10 consists of 2 projects. The first project 'Nature And The City' will be an introduction to the formal elements of photography: lighting, viewpoint, depth of field, aperture, shutter speed, chemical and digital processes. You will learn how Photographers past and present have explored their natural and urban environments. You will be taken on trips to develop your eye and confidence as a Photographer. In unit 2, Identity, you will start to connect to bigger ideas as you use Photography to look at portraiture and your own identity. Making thoughtful, personal responses you will create projects you are proud of and show off your skills.

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.

## 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.