



Beyond 14
Making Choices
Year 9 Options Booklet

Name:

Class:



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Introduction



Religious Studies

AIM OF COURSE

Islam and Christianity

Students will study the beliefs, teachings and practices of Islam. From learning about the oneness of God, angels, akhirah (life after death) the importance of Prophet Muhammed (PBUH) to the five pillars of Islam.

Students will study how Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students will study the key beliefs within Protestantism, Jesus Christ and salvation, worship and festivals and the role of the church in the local and worldwide community.

Teachers:

Mr Darr and Ms Johnson

Component 1: The study of religions: beliefs, teachings and practices

Islam and Christianity

How it's assessed

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

Component 2: Thematic studies

1. The existence of God and revelation

Philosophical arguments for and against the existence of God and the nature of the divine and revelation

2. Religion, peace and conflict

Religion, violence, terrorism and war

3. Religion, crime and punishment

Corporal punishment, death penalty and forgiveness.

4. Religion, human rights and social justice

Status of women in religion, the uses of wealth and freedom of religious expression.

How it's assessed

Written exam: 1 hour 45 minutes

50% of GCSE

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.

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

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
- Art and Photography
- Geography and History

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 marks
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 11.	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

Ms Tooray

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.



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	
GCSE PE	
Drama	
Art	
Photography	
GCSE Textiles	
Triple Science	
BTEC Dance	
iMedia	
Computing	
Sociology	
BTEC Health and Social Care	
Hospitality and Catering	
ASDAN	
German	
RE	
Creative Media Production	

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



WJEC Hospitality and Catering 1/ 2

AIM OF COURSE

To follow the WJEC Vocational (technical) Award in Hospitality & Catering

To inspire students into a wide range of future professions in the Hospitality and Catering Industry

WHAT WILL I STUDY?

In YR10 you will build on basic cookery skills, cooking and presenting a range of dishes that will focus on the healthy eating plate. You will analyse, describe, explain and evaluate hospitality and catering providers, and understand the hierarchy in a kitchen environment. You will attend interesting and informative events at hotels, and food markets and will have a range of industry speakers visit the school.

In YR11 you will practice higher, medium and lower cooking skills, You will complete a portfolio of work that will include analysis, description, and explanation about different 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, dietary and religious needs. You will visit local colleges to gain an insight and an awareness of future career opportunities in Hospitality & Catering.

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 ensuring a smooth progression throughout the course. The course will contain a mix of theory and practical lessons. Our aim is to have students carrying out practical work for 70% of the course. Students will be expected to carry out theory and practical 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 Level Pass Merit Distinction

Outcomes: Level 2 Level 2 Pass Merit, 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



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.

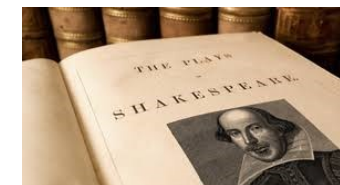
HOW WILL I BE ASSESSED?

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)



OCR 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

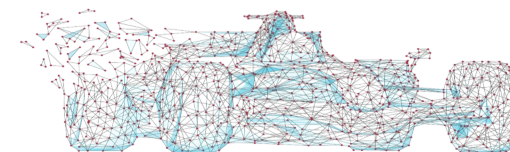
Mrs K Shingari

WHAT WILL I LEARN?

Component 1	Component 2
1.1 Systems architecture	2.1 Algorithms
1.2 Memory and storage	2.2 Programming fundamentals
1.3 Computer networks, connections and protocols	2.3 Producing robust programs
1.4 Network security	2.4 Boolean logic
1.5 Systems software	2.5 Programming languages and Integrated Development Environments
1.6 Ethical, legal, cultural and environmental impacts of digital technology	

HOW WILL I BE ASSESSED? Over the 2 years, you are required to complete:

Component	Marks	Duration	Weighting
Computer systems (01)	80	1 hour 30 minutes written paper.	50%
Computational thinking, algorithms and programming (02)	80	1 hour 30 minutes written paper.	50%



Cambridge Nationals Creative iMedia

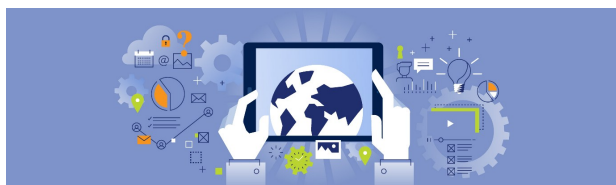


AIM OF THE COURSE

- 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

Mrs K Shingari



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.

HOW WILL I BE ASSESSED?

Over the 2 years, you are required to complete:

Unit	Marks	Assessment	Weighting
R093: Creative iMedia in the media industry	70	1 hour 30 minutes written exam paper.	40%
R094: Visual identity and digital graphics	50	Control Assessment	25%
R097: Interactive digital media	70	Control Assessment	35%

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?

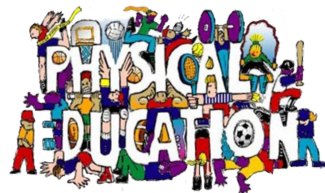
2 x 1h 15m Biology Papers—70 marks each

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

Mrs J Jones

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.

Assessments:

Students will sit 4 papers, each worth 25% of their GCSE grade. They must sit all the papers at the same tier.

Paper 1—Speaking in German —50 marks

Task 1—read aloud (12 marks)

Students will read aloud a short passage (8 marks) and answer 2 straightforward questions (4 marks)

Task 2—Role play (10 marks)

In the role play, students will be required to give and receive information, answering and asking questions

Task 3 –Picture Task (28 marks)

Students will describe a picture from a choice of two (8 marks), answer two unprepared questions related to the selected picture (4 marks) and participate in a conversation extending from the broader thematic context (16 marks)

Students will be given 15 minutes preparation time before their speaking exam in a room with an invigilator to prepare each element.

Paper 2—Listening and understanding in German —50 marks

Section A—Listening Comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Dictation (10 marks)

Students will listen to a passage of spoken German and transcribe what they hear in German.

Paper 3—Reading and understanding in German —50 marks

Section A—Reading comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Translation (10 marks)

At Foundation tier students will translate 5 sentences from German into English, at higher tier students will translate a short paragraph from German into English.

Paper 4—Writing in German—50 marks

All Questions are set in English but students must write their answers in German

Foundation:

Question 1— write 4 short sentences in German to describe a photo (8 marks)

Question 2—Write 40-50 words in German based on 4 bullet points (14 marks)

Question 3—Write 80-90 words in German based on 4 bullet points (18 marks)

Question 4—Translate 5 sentences into German (10 marks)

Higher:

Question 1—Write 80-90 words in German based on 4 bullet points (18 marks)

Question 2—Write 130-150 words in German based on 4 bullet points (22 marks)

Question 3—Translate a short paragraph into German (10 marks)

GCSE German

AIM OF COURSE



- **More than words** – the qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.
- **Language learning for today's world** – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most and develop awareness and understanding of the culture and identity of the countries and communities where German is spoken.
- **Compassionate assessments in a clear and familiar structure** – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

SUBJECT LEADER

Mr Foakes

Exam Board

Pearson Edexcel

Themes:

- **My Personal World**—family and friends, relationships,
- **Lifestyle and wellbeing**—physical well-being, mental well-being, sports, equality, food and drink
- **My neighbourhood**—places in town, shopping, environmental issues, transport
- **Media and Technology**—social media and gaming, TV and film, music
- **Studying and my future**—school, future opportunities (work, travel)
- **Travel and tourism**—accommodation, tourist attractions, the natural world

Vocabulary:

Students will be assessed using a defined vocabulary list of:

1200 words at Foundation tier and an additional 500 words at Higher tier

All the vocabulary used in the assessments will be taken from the defined vocabulary list.

Grammar

Students will be expected to recognise and produce a range of grammatical structures at both higher and foundation tiers.

Phonics

Students will be assessed on a range of sound-symbol correspondences in the listening and speaking papers.

These are set in a defined list by the exam board.

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

- **More than words** – the qualification promotes culture, communication and connection. From the design of our speaking tasks, where communication is privileged, through to the use of images to provide cultural context, we want students to understand that words are a springboard to discovering much more.
- **Language learning for today's world** – we have carefully selected our vocabulary and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most and develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken.
- **Compassionate assessments in a clear and familiar structure** – our assessments are accessible and transparent, rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. We are committed to maintaining a sense of continuity with the separate assessment of the four skills, and a consistent assessment structure.

SUBJECT LEADER

Mr Foakes

Exam Board

Pearson Edexcel

Themes:

- **My Personal World**—family and friends, relationships,
- **Lifestyle and wellbeing**—physical well-being, mental well-being, sports, equality, food and drink
- **My neighbourhood**—places in town, shopping, environmental issues, transport
- **Media and Technology**—social media and gaming, TV and film, music
- **Studying and my future**—school, future opportunities (work, travel)
- **Travel and tourism**—accommodation, tourist attractions, the natural world

Vocabulary:

Students will be assessed using a defined vocabulary list of:

1200 words at Foundation tier and an additional 500 words at Higher tier

All the vocabulary used in the assessments will be taken from the defined vocabulary list.

Grammar

Students will be expected to recognise and produce a range of grammatical structures at both higher and foundation tiers. Most of the grammar they will have seen in their year 7, 8 and 9 Spanish lessons.

Phonics

Students will be assessed on a range of sound-symbol correspondences in the listening and speaking papers. These are set in a defined list by the exam board.

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.

Assessments:

Students will sit 4 papers, each worth 25% of their GCSE grade. They must sit all the papers at the same tier.

Paper 1—Speaking in Spanish—50 marks

Task 1—read aloud (12 marks)

Students will read aloud a short passage (8 marks) and answer 2 straightforward questions (4 marks)

Task 2—Role play (10 marks)

In the role play, students will be required to give and receive information, answering and asking questions

Task 3 –Picture Task (28 marks)

Students will describe a picture from a choice of two (8 marks), answer two unprepared questions related to the selected picture (4 marks) and participate in a conversation extending from the broader thematic context (16 marks)

Students will be given 15 minutes preparation time before their speaking exam in a room with an invigilator to prepare each element.

Paper 2—Listening and understanding in Spanish—50 marks

Section A—Listening Comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Dictation (10 marks)

Students will listen to a passage of spoken Spanish and transcribe what they hear in Spanish.

Paper 3—Reading and understanding in Spanish—50 marks

Section A—Reading comprehension (40 marks)

All questions are set in English, using the following questions types: multiple choice, multiple response, and short open response. Students will write all their answers in English.

Section B—Translation (10 marks)

At Foundation tier students will translate 5 sentences from Spanish into English, at higher tier students will translate a short paragraph from Spanish into English.

Paper 4—Writing in Spanish—50 marks

All Questions are set in English but students must write their answers in Spanish

Foundation:

Question 1— write 4 short sentences in Spanish to describe a photo (8 marks)

Question 2—Write 40-50 words in Spanish based on 4 bullet points (14 marks)

Question 3—Write 80-90 words in Spanish based on 4 bullet points (18 marks)

Question 4—Translate 5 sentences into Spanish (10 marks)

Higher:

Question 1—Write 80-90 words in Spanish based on 4 bullet points (18 marks)

Question 2—Write 13-150 words in Spanish based on 4 bullet points (22 marks)

Question 3—Translate a short paragraph into Spanish (10 marks)



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.



HOW WILL I BE ASSESSED?

Component 1 – Understanding Drama 40% 80 marks	Component 2 – De- vising 40% 80 marks	Component 3 – Texts in Practice 20% 40 marks
What's assessed Knowledge and understanding of drama and theatre. Study of one set play – Blood Brothers Analysis and evaluation of the work of live theatre - Macbeth How it's assessed ●Written exam: 1 hour and 45 minutes ●Open book ●80 marks ●40% of GCSE Questions ●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 thea- tre makers in a single live thea- tre production (32 marks)	What's assessed Process of creating de- vised drama. Performance of devised drama Analysis and evaluation of own work How it's assessed ● Devising log (60 marks) ● Devised perfor- mance (20 marks)	What's assessed Performance of two extracts from one play Free choice of play but it must contrast with the set play chosen for Component 1 How it's assessed Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

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.

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 their own or 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.

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

Mr Fernandes

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 Media Products—30% of the entire course

In this component, you will develop your understanding of how media products are created for specific audiences and purposes in each of these sectors: audio/moving image, print and interactive media. You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences. You will learn how media production techniques are used to create different effects to communicate meaning to audiences.

Component 2: 30% of the entire course.

In this component, you will develop practical media production skills and techniques. You will have the opportunity to specialise in one of the following media sectors: audio/moving image, print or interactive media. You will take part in workshops and classes where you will develop practical skills and techniques. You will apply these skills and techniques to relevant pre-production, production and post-production processes when developing a media product. Throughout your development, you will review your progress and consider how you can make improvements to your techniques and practical outcomes.

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

In this component, you will respond to a client brief and create a product in one of the following media sectors: audio/moving image, print or interactive. You will interpret the client's needs and engage in the process of ideas generation, selecting and refining your ideas until you are satisfied that you have an idea that meets the requirements of the brief. You will undertake pre-production planning to demonstrate to the client how your ideas will be implemented within a planned media product.



BTEC Creative Media Production

This course will offer students an insight into what it is like to work in the Creative Media sector, offering the opportunity to explore many exciting and vibrant industries such as film; television; games, web and app development, and publishing. Students will develop sector-specific skills and knowledge of the production processes and techniques that underpin them, across a range of media products using a combination of practical exploration and experimentation. They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice. In addition, learners develop employability skills such as teamwork, time management and communication.

SUBJECT LEADER

Miss White

WHAT WILL I STUDY?

We will be following the BTEC Creative Media Production (2022)

HOW WILL I BE TAUGHT?

This course takes a fully practical and skills-based approach to learning and assessment, with no written exam. Students will have the opportunity to build the range of knowledge, understanding and practical skills you need to progress to further learning, and will also give an engaging and stimulating introduction to the world of creative media.

Students will explore some of the key areas within the creative sector, learning how to address the needs of clients and create media work that meets creative project briefs covering the content areas:

- **Component 1: Exploring media products - investigating different media products, such as audio/moving image, print and interactive design, considering their style, design, audience, and context.**
- **Component 2: Developing digital media production skills - exploring and developing creative media production processes and practices by generating ideas, and planning production and post-production processes.**
- **Component 3: Create a media product in response to a brief - applying digital media production skills and techniques to develop a response to a client brief.**

Paper 1: Living with the physical environment	+	Paper 2: Challenges in the human environment	+	Paper 3: Geographical applications
What's assessed 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		What's assessed 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		What's assessed 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed <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 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35 % of GCSE 		How it's assessed <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
Questions <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 		Questions <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 		Questions <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

Ms Johnson

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

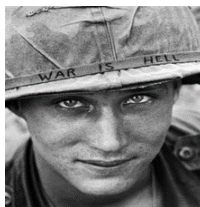
Section A – six compulsory questions (40 marks).

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?

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.

Joiner evidence sheet

The evidence

- 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.

Ms Martin

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

- 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 t portraiture and your own identity. Making thoughtful, personal responses you will create projects you are proud of and show off your skills.

- 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.

[illegible]

Sociology studies how society works. It will help you to understand how individuals fit into a wider social network and encourage you to question beliefs about society which you may have previously taken for granted. Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and opportunities can be shaped by our social class, age, gender and race.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgments and drawing reasoned conclusions.

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

A qualification in sociology will provide you with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers. Many go into social work – community projects, charity work, welfare advisors and other areas of social services. Other careers include civil service, prison officers, journalists, police and teaching.

Ms Sulehman

1. The sociological approach
2. Families
3. Education
4. Crime and deviance
5. Social stratification
6. Sociological research methods

Two one hour 45 minute exams

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 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.