

# KINGS



YEAR 10 OPTIONS  
BOOKLET 2022 - 2023



# KINGS'

## SCHOOL • WINCHESTER

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# Welcome to the Year 9 Options Booklet

## Introduction

This booklet is designed to help you make the best choices for Year 10 and 11 courses (Key Stage 4). Our aim is to provide you with a wide range of appropriate courses, so that you are able to select subjects and qualifications that interest you and you are able to succeed in. Take your time, consider different options carefully and use all of the help and advice available to you. Discuss possible options with your parents, tutor and subject teachers. You will be placed into a particular pathway (additional, core or foundation) depending upon your current English set. Some courses appear in all three pathways, whilst others only appear within the pathways they are appropriate for.

We will do our best to give you your first choices, but that is not always possible. Some courses have maximum numbers because of limited space in specialist rooms or number of teachers available. If very few pupils opt for a subject, it may not be viable to run it. If we are not going to be able to offer you a first choice subject, Mr Rossiter, Assistant Headteacher will meet with you individually to explain why, and to consider the most appropriate alternative.

## General Guidance

- Consider taking the subjects that interest you most, as you will study them for two years.
- Think about which subjects you are good at, as this may lead to your best final results.
- Find out which subjects may help with your future career (if you already have some ideas).
- Do not choose a course because you get on with the teacher or your friend chooses it – you may end up with a different teacher and you may not be in the same class as your friend.

## Time Schedule

**16th February** – The **Options Information Event** provides detailed information about all of the courses on offer. A link to the Option forms will also be sent to parents on this day.

**9<sup>th</sup> March** – The **Deadline for completed option forms** to be submitted.

## Options Pathways Framework

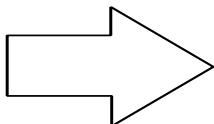
### OPTIONS ADVICE

**YEAR 9  
ENGLISH  
GROUP**

**OPTION  
PATHWAY**

**ADDITIONAL**

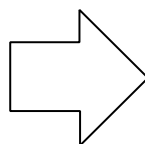
**X1 Y1 X2 Y2**



- Pupils in this Pathway are required to make 4 choices.
- A language must be one of these choices.
- History or Geography must be one of these choices.
- It is also recommended that pupils choose a practical/creative subject in order to ensure a balanced curriculum.

**X3 Y3 X4  
Y4 X5 Y5**

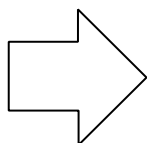
**CORE**



- Pupils in this Pathway are required to make 4 choices.
- We would strongly advise all pupils to continue with their language.
- History or Geography must be one of these choices.
- It is also recommended that pupils choose a practical/creative subject in order to ensure a balanced curriculum.

**X6 Y6**

**FOUNDATION**



- Pupils within this pathway are required to make 4 choices.
- We recommend that History or Geography is one of these choices.
- Some OCR Cambridge National Certificate courses are also available.
- Pupils who have a good attendance and behavioural record may be considered for a one day a week college placement. This will impact the Option choices available to them.

# Core Subjects

## Which Subjects are in the Core?

The core curriculum is made up of subjects that all pupils continue to study.

	Lessons per week
<b>English</b> – Language GCSE and Literature GCSE	4
<b>Mathematics</b> – Mathematics GCSE	4
<b>Science</b> – Combined Science GCSE (Separate Science is available as an option, which provides an extra two/three lessons)	4
Physical Education (PE)	2
Personal, Social, Health and Economic Education / Citizenship (PSHEE)	0.5
Assembly	0.5

## Option Subject Time

You will study four option subjects, one chosen from each block. Each option subject is either taught for 2 lessons per week in Year 10 and 3 lessons in Year 11 or vice versa.

If you are accepted to do a College course, this is taken instead of your choices in Block 1 and Block 2 on the options form.

## The English Baccalaureate

The English Baccalaureate was introduced to encourage the study of a broad range of academic subjects.

These are the subjects that count towards the EBacc:

- English
- Mathematics
- Science (including Computer Science)
- Humanities (History or Geography)
- Modern or Ancient Foreign Language

# English and English Language

**Examination Board: AQA      Specification No. 4700 English  
4705 English Language**

## **Brief Description of Course**

Enjoyment, challenge, opportunity and achievement!

The courses encourage you to develop and demonstrate your ability to express yourself in reading, writing, speaking and listening. You will be encouraged to develop an investigative and analytical approach to English across a whole range of language.

## **Methods of Teaching**

You will learn by engaging in a variety of learning experiences: whole-class activities, discussions, research, personal study and more formal testing and assessment. You will be developing your English skills with an emphasis on critical, analytical and personal response.

## **Method of Assessment**

### **Paper 1 – Explorations in Creative Reading and Writing**

- Reading Literary Fiction – 19<sup>th</sup> /20<sup>th</sup> /21<sup>st</sup> Century Fiction - 25%: 1 hour incl. reading time
- 1 short question 4 marks
- 2 longer questions 2 X 8 marks
- 1 extended question 1 X 20marks
- Writing to describe and narrate 25%: 45mins
- 1 extended writing question 40 marks; 24 for content and 16 for technical accuracy

### **Paper 2 – Writers' Viewpoints and Perspectives**

- Reading one non-fiction text and one literary non-fiction text - 25%: 1 hour incl. reading time
- 1 short question 4 marks
- 2 longer questions 1 X 8 marks, 1 X 12 marks
- 1 extended question 1 X 16marks
- Writing to present viewpoint 25%: 45mins
- 1 X extended writing 40marks, 24 for content and 16 for technical accuracy

**For further information please contact: Miss Player (Head of English)**

# English Literature GCSE

**Examination Board: AQA**

**Specification No. 4710**

## **Brief Description of Course**

A challenging, interesting and rewarding course requiring pupils to explore a range of literary texts in drama, prose and poetry. Critical analysis and comparison are central to the course.

## **Methods of Teaching**

Pupils will engage with the material in an individual, small group and whole class context. Knowledge and skills are practiced and reinforced to prepare you for assessments and examinations. You are encouraged to develop your own critical, personal responses to the texts studied.

## **Method of Assessment**

### **Paper 1 - 1hr 45mins: 40%**

Section A: Shakespeare

- 1 question on the play i) Write in detail about an extract ii) Write about the play as a whole

Section B: 19th Century novel

- 1 question on the novel i) Write in detail about an extract ii) Write about the novel as a whole

### **Paper 2 – 2hr 15mins: 60%**

Section A: Modern Texts

- Write one essay from a choice of two questions

Section B: Poetry

- Answer one comparative question – one named poem and one other from the Anthology cluster

Section C: Unseen poetry

- Answer one question on each of two unseen poems and one comparative question

There is no controlled assessment or coursework.

**For further information please contact: Miss Player (Head of English)**



# Mathematics GCSE

**Examination Board: AQA / Edexcel**

**Linear Mathematics 9-1**

## **Brief Description of Course**

The study of mathematics will enable you to:

- develop knowledge, skills and understanding of mathematical methods and concepts
- acquire and use problem-solving strategies
- select and apply mathematical techniques and methods in mathematical, every-day and real-world situations
- reason mathematically, make deductions and inferences and draw conclusions
- interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

You will study topics from six broad areas of mathematics:

1. Number
2. Algebra
3. Geometry and Measure
4. Ratio, proportion and rates of change
5. Statistics
6. Probability

## **Methods of Teaching**

You will continue to study mathematics following on from your Year 9 work at an appropriate level for you. Your knowledge and understanding of the subject will develop as you experience and participate in a range of activities such as:

- Practising and consolidating skills in class and at home.
- Working in pairs and groups to share ideas and compare strategies when solving problems.
- Using ICT efficiently to explore patterns; shapes and graphs.

Investigating and solving problems in real-life contexts.

## **Method of Assessment**

- This course is Linear and is assessed with three exams at the end of the course in Year 11.
- Each exam paper contributes to 33.3% of the qualification.
- Each paper lasts 1 hour 30 minutes.
- Each paper contains 80 marks in total.
- Paper 1 is Non-calculator, Paper 2 and 3 are Calculator.
- Higher grades range from 9-4, Foundation grades range from 5-1.
- Assessment objectives mean that pupils will be questioned on their mathematical fluency, reasoning and problem solving abilities.

**For further information please contact your Mathematics teacher or Mr Duckering (Head of Mathematics).**

# Combined Science GCSE (Trilogy)

**Examination Board: AQA**

**Specification: Trilogy 8464**

**Biology 8461/Chemistry 8462/Physics 8463**

## Brief Description of Course

The Combined Science: Trilogy GCSE qualification equates to 2 GCSEs. Pupils follow a two year course consisting of a series of units which develop competence in the science disciplines of biology, chemistry and physics. The Separate Science GCSE qualification equates to 3 GCSEs in which pupils study an extra module (in italics below) and content in addition to the curriculum for the Combined Science: Trilogy GCSE.

Required practicals are spread throughout each Science over the two year course.

Biology Units	Chemistry Units	Physics Units
1 Cell biology	1 Atomic structure and the Periodic Table	1 Forces
2 Organisation	2 Bonding, structure & properties of matter	2 Energy
3 Infection and response	3 Quantitative chemistry	3 Waves
4 Bioenergetics	4 Chemical changes	4 Electricity
5 Homeostasis and response	5 Energy changes	5 Magnetism
6 Inheritance, variation & evolution	6 The rate and extent of chemical change	6 Particle model of evolution of matter
7 Ecology	7 Organic chemistry	7 Atomic structure
	8 Chemical analysis	8 <i>Space Science</i>
	9 Chemistry of the atmosphere	
	10 Using resources	

## Methods of Teaching

The course identifies the activities and experiences learners will come across in everyday life, and links these to scientific ideas and their implications for society. It provides the opportunity to acquire and develop scientific skills, knowledge and understanding essential to the development of responsible attitudes to the world in which we live.

The course content will be covered using a variety of methods including opportunities for independent learning, practical investigations, ICT simulations, data logging, class discussion, practice questions and quizzes

## Method of Assessment

There are six exam papers for both qualifications (1 hour 15 minutes for Combined Science: Trilogy and 1 hour 45 minutes for Separate Science GCSE) each consisting two biology, two chemistry and two physics. The exam papers assess knowledge and understanding from distinct topic areas including the required practicals.

Biology	Paper 1	Topics 1-4
	Paper 2	Topics 5-7
Chemistry	Paper 1	Topics 1-5
	Paper 2	Topics 6-10
Physics	Paper 1	Topics 1-4
	Paper 2	Topics 5-7

**For further information please contact Miss Thorpe (Head of Science)**

## **Non Examined Core Subjects**

### **Personal, Social, Health and Economic Education & Citizenship (PSHEE)**

All pupils continue to spend 40 minutes per week focusing upon areas of PSHEE or Citizenship. The topics covered include: Healthy Lifestyles, World of Work, Global Communities, British Values and Extremism, Personal Finance, Government/Parliament and Safer Driving.

Pupils are also taken off timetable to take part in more in depth sessions where relevant. These sessions involve a range of agencies working in the fields of health promotion and voluntary work. Some aspects of the PSHEE and Citizenship programme are delivered during year group assemblies.

Pupils are given the opportunity to contribute to the life of the School through Year and Whole School council, taking part in assemblies, hosting during open evening/parents evenings and supporting tutor groups during the transition from Year 6 to 7.

### **Core Religious Education at KS4**

The statutory requirement for the provision of Religious Education in KS4 is met by a combination of dedicated blocks of time and cross curricular links with the Citizenship programme.

A dedicated team delivers a programme of Religious Education sessions in half day blocks- one in Year 10 and one in Year 11. The sessions cover a variety of philosophical and ethical issues, such as the place of religion in the twenty first century; medical ethics and just war theory.

The Religious Studies issues integrated into Year 11 Citizenship include discussion of British values, extremism, immigration, refugees and human rights.

The activities are varied, but are intended to stimulate debate, individual reflection and philosophical enquiry.

### **Work Related Learning**

Work related learning in Year 10 provides a real life connection between skill development and future earning potential and employability. Real work allows pupils to practice and develop their skills and identify areas for development at an early stage.

# Core Physical Education – Key Stage 4

## Brief Description of Course

Physical Education at Key Stage 4 is a core subject taken by **all** pupils. All pupils must continue to bring all the correct kit and equipment for each activity. Even if they have a note excusing them from full participation, they must still bring their kit and some additional clothing if necessary so that they are still part of the lesson.

**Pupils will have 2 lessons per week following their selected pathway as follows:**

**Lesson 1 – Fitness for Life** - Pupils will follow a diverse range of activities designed to develop their personal health and wellbeing. Examples of lessons/activities are circuits, health suite, exercise to music, aerobics, trampolining, climbing/ traversing and swimming.

**Lesson 2 – Games for Life** – Pupils will experience a wide variety of games. In addition to the traditional games covered at Key Stage 3, new and exciting experiences are provided such as volleyball, golf and ultimate Frisbee. There will also be numerous opportunities to gain sports leadership experience in these lessons.

Both lessons are intended at instilling a life-long interest in physical activity post-16 and should provide some catharsis from their academic study.

## Methods of Teaching

Pupils will be assessed each half term on their effort, attainment, behaviour, quality of work and reliability in terms of bringing the correct kit and equipment to maximise their performance and progress. This program recognises that all pupils are different and it is hoped that what is included will serve to inspire and motivate all pupils toward the development of a healthy and active lifestyle both in school and when leaving and entering society.

## Method of Assessment

Grades awarded are Pass, Merit, and Distinction

**For further information please contact Mr. Birch (Head of P.E.) or Miss Doubleday (Deputy Head of P.E.)**

# Art GCSE

**Examination Board: Eduqas**

**Specification No. C650QS**

## **Brief Description of Course**

GCSE Art is a two year course which encourages pupils to develop a portfolio of work encompassing a rich and varied range of skills and techniques. They will complete 2 units of coursework and a final exam.

Within each unit there are four assessment objectives that must be completed, which are:

**Artists Study**– Researching Artists and Designers and cultures through different periods of history.

**Research** – collecting images, drawings, photographs and information that is relevant to the given theme.

**Developing Ideas** – creating imaginative and original responses to the given theme and experimenting with a variety of media.

**Final Piece and Evaluation** – create your own individual piece of artwork, then explain how it was achieved and if you have been successful.

**Please note that pupils cannot take this subject with both Photography and Textiles.**

## **Methods of Teaching**

The units are developed around a central theme e.g. natural forms, colour, landscapes etc. This will provide the focal point for all the practical work undertaken. Pupils will then be encouraged to explore a variety of avenues of research and compile evidence in a portfolio. This will include sketches, photographs and any other relevant images and information. They will research the work of other Artists and Designers, both historical and contemporary. Pupils will also explore other cultures looking at their traditions, artefacts and history. This research will provide the pupils with a wealth of information that they can use to help them develop their own original ideas for a final piece. Pupils will be encouraged to experiment with a wider variety of processes, techniques and media, whilst building upon the skills they have learned previously. In the making of a final piece, pupils are given the opportunity to experiment with mixed media, alongside and in conjunction with paint and pastels.

## **Method of Assessment**

Pupils will be assessed at the end of each unit and again at the end of the course.

They will sit a final exam in Year 11, comprised of 6-8 weeks preparation time followed by a 10 hour practical exam. It is important to note: 60% of marks – coursework, 40% of marks – final exam.

**It is therefore vital that all coursework is completed fully during the two years.**

**For further information please contact Mrs Churcher (Head of Art)**

# Business GCSE

**Examination Board: Edexcel**

**Specification No. 1BS0**

## **Brief Description of Course**

### **Developing Enterprising Minds**

Engaging themes will spark your child's imagination and inspire commercial thinking as they develop their business knowledge by studying this dynamic subject. We will deliver practical activities by using up to date and engaging real life business case studies. This will allow your child to apply their knowledge and understanding to different business situations. Pupils will study businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

This subject prepares your child for many aspects of their future working life whether they choose to run their own business or to work in the private or public sector.

## **Methods of Teaching**

While studying the first unit of this course you are likely to learn a lot of new things. You will be introduced to the world of small business and will look at what makes someone a successful business person. You will find out how to develop an idea and spot a business opportunity, and turn that into a successful enterprise. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved. In the second unit you will understand how a business develops beyond its start-up phase, to a national and global scale. You will examine how the interactions between departments and between the business and the outside world affect the success or failure of a growing business.

Please be aware that this subject is not about IT or Computers, it covers all of the aspects studied in the Year 9 BEE Festival Unit.

## **Method of Assessment**

**Paper 1:** Investigating small business you will take a written examination paper worth 50% of the final grade.

**Paper 2:** Building a business is also worth 50% of the final grade.

Both question papers are 90 minutes long and will be a mixture of multiple choice, data response, short answer, extended writing and scenario based questions.

**For further information please contact Mrs Bamford (Head of BEE) or your BEE teacher**

# Child Development Cambridge Nationals Level 1 and 2

Examination Board: OCR

Specification No. J818

## **Brief Description of Course**

The Cambridge National Level 1 / 2 award in Child Development has been designed to fit into the curriculum and form a key part in a student's Progress 8 and Attainment 8 approved subjects. This optional qualification focuses on the development of a child from conception to the age of five, developing knowledge, understanding and skills related to all aspects of child development. It is a flexible and practical work based qualification, suitable for pupils interested in working with children and would lead well into careers in nursing, midwifery, child care and primary teaching. It would also make ideal additional learning for anyone interested in taking the Cambridge National Level 1 / 2 award in Health and Social Care.

## **Methods of Teaching**

Pupils will be expected to participate fully in a wide variety of interesting tasks and activities. The coursework element is 60% of the award and pupils should be prepared to carry out independent research both in the classroom and as homework tasks. The coursework is completed in school so good attendance is essential. Pupils will also be involved in the planning, completion and evaluation of practical work.

Visits will be made to local nurseries and outside speakers will be invited in to talk about their roles in child development.

## **Method of Assessment**

### **Exam - 40% = R057: Health and well-being for child development**

In this unit, pupils will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

### **NEA 1 - 30% (Controlled Assessment) R058: Creating a safe environment and understand the nutritional needs of children from birth to five years**

In this unit, pupils will learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

### **NEA 2 - 30% (Controlled Assessment) = R059: Understand the development of a child from one to five years**

In this unit, pupils will learn the expected developmental norms for children from one to five years. They will use observation, research techniques and skills to investigate these development norms and explore their findings. Pupils will also learn the importance of creating plans and providing different play activities to support children in their development.

**For further information please contact Mrs Rossiter (Head of Child Development/H&SC).**



# Computer Science GCSE

**Examination Board: OCR**

## Brief Description of Course

GCSE Computing will enable learners to:

- Develop their understanding of current and emerging technologies, understanding of how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and discerning users of ICT, able to make informed decisions about its use, and aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively and independently.
- Evaluate the effectiveness of computer programs/solutions and the impact of these issues related to the use of computer technology in society.

Units covered include:

<b>Component 1</b> Systems architecture Memory and storage Computer networks, connections and protocols Network security Systems software Ethical, legal, cultural and environmental impacts of digital technology	<b>Component 2</b> Algorithms Programming fundamentals Producing robust programmes Boolean logic Programming languages and Integrated Development Environments
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## Methods of Teaching

Pupils will carry out a practical investigation of a topic chosen from a set of options supplied by the exam board. They will also be given the opportunity to create solutions to various computing tasks.

Is it the right course for me? You must enjoy **mathematics, have a high level of mathematical understanding to be able to be an independent critical thinker and like solving problems.**

Please note this is an extended pathway qualification, you must be able to achieve at least a grade B in Mathematics GCSE.

Computer Science is included in the English Baccalaureate.

## Method of Assessment

The assessment consists of two written examinations.

Component 1 – Computer Systems; Written Paper 50% of the qualification

Component 2 – Computational Thinking, Algorithms and Programming; Written Paper 50% of the qualification

**For further information please contact Mrs Bamford (Head of BEE)**



# Design and Technology GCSE

**Examination Board: AQA**

**Specification No. 8552**

## **Brief Description of Course**

Our team is extremely dedicated and enthusiastic about our subject and we ensure that it is exciting by offering a range of diverse and interesting projects that stretch and challenge. In addition, we embed core technical principles including: new and emerging technologies; energy, systems and devices; materials and their working properties and specialist technical principles.

Many of the leading benefits of Design Technology are due to its practical nature, in that it enables us to provide our pupils with problem solving and team-working skills, while encouraging creativity through designing and making. As a consequence of this, we capitalise, improve and build on core principles learned from other STEM subjects.

Our aim in Design Technology is to deliver a vast assortment of relevant practical, theoretical and Computer Aided Design Skills (CAD), in order to ensure that our pupils are equipped with the knowledge they need to pursue a myriad of different career opportunities in a changing world.

## **Methods of Teaching**

Pupils will design and build a number of practical projects during Year 10 in order to gain the skills required to undertake the main project in Year 11. Half of their time will be dedicated to these projects while the other half will be devoted to the theoretical side of the course in preparation for the exam in Year 11. In addition to the theory lessons delivered by our team, pupils will also be provided with AQA Design Technology Revision Guides and corresponding AQA Workbooks.

## **Method of Assessment**

One external exam at the end of the course, worth 50%; 2 hour duration.

One 'Design and Make' task, consisting of a contextual challenge set by the exam board, on the 1<sup>st</sup> June, towards the end of year 10. This accounts for the remaining 50% of the total GCSE mark.

**For further information please contact Mr Tresair (Head of Design and Technology)**

# Drama GCSE

**Examination Board: AQA      Specification No: GCSE DRAMA (8261)**

## **Brief Description of Course**

Pupils can choose to study GCSE Drama as either a performer or a technical designer. This means that for the first time pupils can opt to be solely assessed on design within the theatre (Set, Lighting, Costume & Make Up or Sound). The GCSE is studied in an academic setting, interrogating and exploring Drama as an art form and applying pupils' knowledge and understanding to the process of creating and developing their own performance/design work. We aim to develop confident, creative, independent thinkers with skills in research, working with others, analysis, communication, time management, ICT, problem solving, planning and organising.

## **Methods of Teaching**

The course enables learners to gain a practical understanding of drama, alongside applying this knowledge to their performances while developing their practical skills. Pupils can choose to be a performer or can take on the role of designer in lighting, sound, set or costume (incorporating make up). Learners must choose one role throughout each unit but can choose different roles throughout the course. Pupils will study a variety of classical and contemporary texts, practitioners, genre and stimuli developing their understanding of how to use specific processes to communicate meaning in theatrical performance; to apply theatrical skills to realise artistic intentions; and to analyse and evaluate their own work. Regular theatre visits and workshops with professional theatre companies will also develop performance skills and inspire creativity.

## **Method of Assessment**

Component 1: Understanding Drama: 40%, written exam, 1hour 45 minutes, Open book, 80 marks in total. Marked externally

Component 2: Devising Drama: 40%, Devising log (60 marks), Devised performance (20 marks) 80 marks in total. Marked by teacher, moderated by AQA

Component 3: Text in practice: 20%, Performance of extract 1 (20 marks) performance of extract 2 (20 marks) 40 marks in total. Marked by external AQA examiner

**For further information please contact Mrs Lee (Head of Drama)**

# Enterprise and Marketing Cambridge Nationals

## Level 1 and 2

**Examination Board: OCR**

**Specification No. 603/7093/2**

### Brief Description of Course

The Level 1/Level 2 Cambridge National in Enterprise and Marketing will equip you with sound specialist knowledge and skills for everyday use. It will challenge all students, including high attaining learners, by introducing you to demanding material and skills; encouraging independence and creativity; and providing tasks that engage with the most taxing aspects of the National Curriculum. The Cambridge National in Enterprise and Marketing is graded pass, merit and distinction for Level 1 and pass, merit, distinction and distinction\* for Level 2.

This qualification has three mandatory units:

- Unit R067: Enterprise and Marketing Concepts
- Unit R068 Design a Business Proposal
- Unit R069 Market and Pitch a Business Proposal

### Methods of Teaching

This qualification will help to develop knowledge and skills so that you can work with independence to create complete and coherent material which reflects effective planning, development and evaluation. You will also develop a full range of transferable skills including Verbal Communication/Presentation, Research, Problem Solving, Analytical Skills, Digital Presentation Planning and Creative Thinking.

- to recall, select and apply knowledge and understanding of Enterprise and Marketing
- present information clearly and with accurately, using a range of terminology
- apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, testing their solutions, and working safely
- review evidence available, analysing and evaluating information clearly and making some basic adaptations to methods used
- make judgements and draw appropriate conclusions
- work with independence to create material which reflects effective planning, development and evaluation and an ability to demonstrate sound practical skills

### Method of Assessment

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R067	Enterprise and marketing concepts	R/618/5877	48	E	M
R068	Design a business proposal	Y/618/5878	36	NEA	M
R069	Market and pitch a business proposal	D/618/5879	36	NEA	M

NEA – Non Examined Assessment / E – Exam

**For further information please contact talk to your BEE teacher.**

# French GCSE

**Examination Board: Edexcel**

**Specification No: 1FRO**

## **Brief Description of Course**

Pupils will continue to study the 4 skills: listening, speaking, reading and writing. They will also work on translation skills and look at some authentic texts. The themes studied will include: Identity and Culture, Future Aspirations, Study and Work, International and Global Dimension, Holiday and Travel, School and Local Areas.

## **Methods of Teaching**

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and text books. Pupils will be expected to learn vocabulary and grammatical structures on a regular basis, throughout the course and progress will be measured by regular assessment of writing and speaking where we will see language becoming more confident, creative and imaginative.

## **Method of Assessment**

Reading 25% 45 minutes Foundation 60 minutes Higher

Listening 25% 35 minutes Foundation 45 minutes Higher

Writing 25% 1 hour 10 minutes Foundation 1 hour 20 minutes Higher

Speaking 25% 7-8 minutes Foundation 10-12 minutes Higher

**For further information please contact Mr Bailey (Head of French)**

# Food Preparation and Nutrition GCSE

**Examination Board: Eduqas**

## **Brief Description of Course**

A Food GCSE to challenge the brain as well as the taste buds.

This exciting course focuses on creative high level practical cooking techniques to ensure that pupils develop a thorough understanding of the scientific principles behind food and nutrition, healthy eating, food provenance, seasonality and the working characteristics of food materials. It prepares pupils for living in a contemporary, changing and multi-cultural society. It places an emphasis on the choice and management of resources and making justified decisions to meet individual dietary needs.

**Food preparation and cooking techniques will be assessed through the non-exam component.**

## **Methods of Teaching**

The following topics will be covered:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

**Lessons will alternate between theory and practical work.**

**Food Investigation** provides an opportunity to explore a board set task through practical work. Pupils must apply and demonstrate their understanding of the function and performance characteristics of food commodities - ingredients. The written report must include photographic evidence of the practical work.

**Food Preparation** assessment requires pupils to research, select, plan, prepare cook and serve a final menu of three dishes within a 3 hour period to fulfil a chosen task. A written portfolio must include photographic evidence of the practical work.

## **Method of Assessment**

<b>Component 1: Principles of Food Preparation and Nutrition will be assessed through a written examination.</b>	
1 hour 45 minutes 50% of qualification 100 marks	
<b>Component 2: Food Preparation and Nutrition in Action will be assessed through two non-examination assessment: marked by your teacher, externally moderated by Eduqas. These are worth 50% of the total qualification.</b>	
<b>Assessment 1: The Food Investigation Assessment</b> 8 hours task - 15% of the total marks Will involve practical experimental work and written work based on a specific food commodity e.g. bread, pastry.	<b>Assessment 2: The Food Preparation Assessment</b> 12 hours task - 35% of the total marks Will involve research to respond to a given brief plus planning, preparation, cooking (1 x 3 hour session) and presentation of three dishes

**For further information, please contact Mrs Wright (Head of Food Technology)**

# Geography GCSE

**Examination Board: AQA**

**Specification: 8035**

## **Brief Description of Course**

This is a rich and diverse course that highlights the critical importance of Geography for understanding the world and stimulating interest in places. It will inspire pupils to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment. It adopts a traditional approach covering all the key ideas and debates such as climate change, globalisation, economic progress, urban regeneration and management of world resources.

Topics include natural hazards, physical landscapes, ecosystems, how human activities shape towns and cities, the effects of global industries on different countries and the challenge of managing energy resource.

This course will include two separate fieldwork days linked to the third examination as well as a decision making exercise based on a pre-release topic in March of the examination year.

## **Methods of Teaching**

Geographers study the issues and changes in the world around us. The case studies and topics that we cover are therefore always changing. Work for Geography GCSE pupils includes:

- Opportunities for both independent learning and group work
- Map drawing and reading
- Graph drawing and reading
- ICT skills
- Debate and discussion
- Problem solving and decision making
- Research
- Describing and explaining processes

## **Method of Assessment**

Paper 1: Living with the physical environment

Written paper – 1 hour 30 minutes – 35%

Paper 2: Challenges in the human environment

Written Paper – 1 hour 30 minutes – 35%

Paper 3: Geographical applications – 1 hour 15 minutes - 30%

Local fieldwork investigation and decision making exercise

**For further information please contact Mr Strachan (Head of Geography)**

# German GCSE

**Examination Board: AQA**

**Specification No. 8668**

## **Brief Description of Course**

German GCSE teaches you to understand, provide information and give opinions about various topics within the following contexts:

Identity and culture

Local, national, international and global areas of interest

Current and future study and employment

The course involves being able to understand written and spoken German, and also being able to write and speak German to a good standard. The skills are equally weighted.

## **Methods of Teaching**

You will complete various speaking, listening, reading and writing tasks. You will work alone, in pairs, groups and as part of the whole class. Language will be learned by listening to audio and watching video as well as listening and speaking to the teacher and one another. You will read and understand all kinds of different written German including short literary texts. Over the two years, you will learn all the language required to gain a good grade at GCSE as well as gaining an effective “toolkit” with which to go on to A-level studies if you wish. You will practise all the skills required for the final examination in Speaking, Listening, Reading and Writing. Lessons will focus on understanding as well as producing German.

## **Method of Assessment**

Listening - 25% - Final exam.

Reading – 25% - Final exam. This involves various tasks including translation from German to English.

Speaking – 25% - Final exam. This includes a role play, discussion of a photo card and a general conversation.

Writing – 25% - Final exam. This includes tasks ranging from translation of sentences or a short passage from English into German to more open tasks.

Pupils will either be entered at higher or foundation level for all skills.

**For further information please contact Mrs Lee (Head of German)**

# Health and Social Care

**Cambridge Nationals Level 1 and 2**  
**Examination Board: OCR Specification No. J811**

## Brief Description of Course

The Cambridge National Level 1 / 2 award in Health & Social Care follows the Certificate course which is the equivalent to a GCSE, and forms a key part in a student's Progress 8 and Attainment 8 approved subjects.

This exciting course provides pupils with the opportunity to understand Health and Social Care within the community as well as for individuals. Through a more applied approach to learning, pupils will not only increase their knowledge and awareness of how health and social care organisations operate but will also develop skills that will be of use to them in any line of work.

## Methods of Teaching

Pupils will be expected to participate fully in a wide variety of interesting tasks and activities. The coursework element is 60% of the award and pupils should be prepared to carry out independent research both in the classroom and as homework tasks. Good attendance is essential as the coursework component is completed in school, throughout the two years of the course.

Visits will be made to a local care home. Outside speakers will be invited in to talk about their roles in the Health & Social Care industry. Pupils will have the opportunity to complete an additional First Aid qualification.

## Method of Assessment

### **Exam – 40% = R032: Principles of care in health and social care**

In this unit, pupils will learn about the importance of the rights of service users, person-centred values and how to apply them. Pupils will also learn about the importance of effective communication skills when providing care and support for individuals using care settings and the procedures and measures used to protect service users and service providers such as safeguarding, hygiene and security.

### **NEA 1 – 30% = R033: Supporting individuals through life events**

In this unit, pupils will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Pupils will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

### **R034: Creative and therapeutic activities**

In this unit, pupils will learn about a range of creative activities and therapies that are available in health or social care and understand the physical, intellectual, emotional and social benefits of these. Pupils will learn how to plan and deliver a creative activity with an individual or group and evaluate their planning and delivery.

**For further information please contact Mrs Rossiter (Head of Child Development/H&SC).**



# History GCSE

**Examination Board: AQA**

**Specification 8145**

## **Brief Description of Course**

This course will extend your knowledge and understanding of the past and the world today.

Pupils start with the Germany 1890-1945 topic in Year 10. The course begins in the final years of the Second Reich under Kaiser Wilhelm before the democratic Weimar Republic took over after World War One. The Great Depression brought Hitler to power in 1933 so pupils move on to study the Nazi dictatorship until 1945.

The Conflict and Tension between East and West 1945-1972 topic starts in the final months of World War Two when the relationship between the Allies (the USA and the USSR) began to break down. Pupils study the key events of this subsequent period known as the Cold War, focusing mostly on Europe.

The British Migration, Empires and People topic is the story of Britain. Pupils study how groups of migrants, starting in the 790s when the Vikings attacked Britain, have impacted Britain and how British people have impacted other parts of the world through Britain's empire.

The Elizabethan England 1568-1603 topic covers the last 35 years of Elizabeth's reign and involves studying life in England and Elizabeth's troubles at home and abroad.

History at GCSE is a very popular option. Many pupils are inspired to further their studies at college and university.

## **Methods of Teaching**

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and text books

## **Method of Assessment**

Two written examination papers at the end of the course of study:

- Paper 1: 2hr – 84 marks – 50% of the GCSE
- Paper 2: 2hr – 84 marks – 50% of the GCSE

**For further information please contact Mrs Slater (Head of History)**

# Italian GCSE

**Examination Board: Edexcel**

**Specification No. 21N01**

## **Brief Description of Course**

Pupils will continue to study the four skills: listening, speaking, reading and writing. The themes we will study are: Identity and Culture, Future Aspirations, Study and Work, International and Global Dimension, school, Holiday and Travel.

The emphasis will be on producing engaging and informative language in both speaking and writing whilst developing a good ability to understand the spoken and written word.

## **Methods of Teaching**

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and textbooks. Pupils will be expected to learn vocabulary on a regular basis, throughout the course and progress will be measured by regular assessment of writing and speaking where we will see language becoming more confident, creative and imaginative.

## **Method of Assessment**

All four skill areas are to be assessed at the end of the course in the May/June exams.

Listening - 25% - Final exam.

Reading – 25% - Final exam. This involves various tasks including translation from Italian to English.

Speaking – 25% - Final exam. This includes a roleplay, discussion of a photo card and a general conversation.

Writing – 25% - Final exam. This includes tasks ranging from translation of sentences or a short passage from English into Italian to more open tasks.

**For further information please contact Mrs Kingsley (Head of Italian)**

# Latin GCSE

**Examination Board: WJEC EDUQAS**

## **Brief Description of Course**

The course continues to develop translation and comprehension skills, introducing more complex Latin grammar in preparation for reading extracts from original texts. In Year 10 the city of Rome and aspects of Roman society in the 1st century AD are studied. Towards the end of Year 10 and in Year 11 pupils read a selection of extracts on a given theme by classical authors such as Pliny, Suetonius, Ovid, Virgil, Juvenal and Martial. During Year 11 pupils will study either an aspect of Roman Civilisation or a section of narrative text for the final paper of the GCSE qualification (see below).

## **Methods of Teaching**

In Year 10 pupils will follow the Cambridge Latin Course, book IV. A combination of written translation, language exercises, paired and group work and interactive games will be used to reinforce new grammar constructions. A range of source materials will be used to learn about the relevant Roman civilisation topics. In Year 11 extracts from works by Roman authors will be studied in class with access to vocabulary lists and translations. Pupils will develop their skills of literary appreciation through reading, discussion and written tasks.

## **Method of Assessment**

There are three exam papers for GCSE Latin:

Paper 1 Latin Language	June exam session	50% of the qualification
Paper 2 Latin Literature and Sources	June exam session	30% of the qualification
Paper 3 Either Latin Literature (narratives) or Roman Civilisation	June exam session	20% of the qualification

**For further information please contact Mrs Dineen (Head of Latin)**

# Media Studies GCSE

**Examination Board: EDUQAS**

## **Brief Description of Course**

Candidates study the 'mass media', which incorporates television, radio, film, newspapers, magazines, popular music, video, desktop publishing, video games, photography, independent, community and alternative media organisations. Four key concepts are explored: media language, audience, representation and institution. There is an emphasis on the development of practical skills in simulated exercises. Pupils are encouraged to create actual media products. They subsequently analyse and evaluate their effectiveness. There is an increased emphasis on the relevance and importance of the media industry in today's society – it impacts on everyone's daily life and is the fastest growing area of employment.

## **Methods of Teaching**

You will study all popular areas of the media: TV, film, radio, magazines, advertising, pop music, the internet, video games and newspapers. You will create products for these areas using up to date equipment and technology and learn about current products in the Media and how they appeal to an audience and represent certain social groups. You will need to know how to work with others and plan your time. You will need to listen to different opinions and possibly change some of your own. You will work hard and you will learn a lot!

## **Method of Assessment**

Two one hour and thirty minute examinations at the end of Year 11. (70% of the final mark)  
One Practical Production assignment during Years 10 and 11. (30% of the final mark)

**For further information please contact Mr Palmer (Head of Media Studies)**

# Music GCSE

**Examination Board: AQA**

**Specification No. 8271**

## **Brief Description of Course**

The course follows the AQA GCSE syllabus, with a broad range of composing, performing and listening activities. Pupils will listen to and explore a wide range of musical styles and genres, both historically (Baroque, Classical, Romantic and 20<sup>th</sup> Century music), as well as geographically (Caribbean, Latin American, African & Western European), exploring how artists and composers use and manipulate the elements of music. Pupils will perform and compose within this diverse collection of conventions and contexts to enable them to compile their coursework portfolio.

## **Methods of Teaching**

The GCSE Music course is quite practical, with considerable performing and composing on the pupil's instrument. The course comprises of 60% coursework and 40% listening. Pupils sit a listening exam at the end of Year 11.

## **Method of Assessment**

### **Coursework (60%):**

Performance pieces include one solo and one piece as part of an ensemble lasting a combined minimum of four minutes. The performance as part of an ensemble must last for a minimum of one minute. Pupils must compose two pieces of music; one in response to an externally set brief in Year 11 and the other a free composition. The combined duration of the compositions must be a minimum of three minutes.

### **Listening exam (40%):**

There are four "areas of study" that pupils cover for the listening exam:

- (1) Western Classical Music – 1600 to 1910 (Baroque, Classical & Romantic Music)
- (2) Pop & Rock
- (3) Traditional Music – covers global styles (Folk, Latin American, Caribbean, African, Blues)
- (4) 20<sup>th</sup> Century Western Classical – 1910 to present day

In order to be accepted onto this course, pupils must begin the course at a Grade 3 standard or equivalent on their chosen instrument / voice.

**For further information please contact Mr Clarke (Head of Music )**

# Photography GCSE

**Examination Board: EDUQAS**

## **Brief Description of Course**

The photography exam is run along very similar lines to the current Art and Design course. The photography course involves pupils recording observations by understanding and using DSLR cameras and learning how to edit in post-production. They will submit practical work and critical studies from the following:

Portraiture  
Documentary

Fashion Photography  
Photo Journalism

Experimental Imagery  
Location Photography

**Please note that pupils cannot take this subject with both Art and Textiles.**

## **Methods of Teaching**

Pupils will create a portfolio of work in Year 10 in which they will learn how to use a DSLR, looking at aspects such as aperture control, shutter priority, ISO and lighting. They will then produce their first coursework portfolio based on a response to a set theme, such as Natural Forms or Mental Health. In Year 11 pupils will undertake their mock exam and GCSE exam, again responding to set themes. They will learn how to use the DSLR cameras manually and understand the process of annotating their work along with studies of Photographer's techniques. Ownership of a digital camera is not essential for this course; however, this does benefit and support the pupils for work set outside of school time. The pupils will also manipulate their digital photographs using computer-based software such as Photoshop and a whole host of apps on iOS.

## **Method of Assessment**

They will be marked on four main assessment objectives;

- Recording and Observing
- Analysing and evaluating
- Developing and exploring ideas
- Presenting a personal response

The course consists of 60% Coursework and a 40% weighted Examination (A timed 10-hour exam in which pupils develop their final response).

**For further information please contact Mr Palmer (Head of Photography)**

# Physical Education (Full Award) GCSE

Examination Board: AQA

Specification No. 8582

## Brief Description of Course

The theory units studied are as follows.

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

## Methods of Teaching

Pupils should expect that the majority of their lesson will entail consolidating theoretical knowledge. They will learn through a combination of classroom and practically based lessons. Pupils are required to take extensive class notes and complete a series of exam style questions on the completion of each unit.

Pupils will also utilise the Everlearner online learning portal regularly to complete self-assessments. To secure strong practical grades it is expected that pupils will attend after school and in some instances before school clubs to develop their skills further.

## Method of Assessment

This course leads to 1 GCSE grade in Physical Education. There are two components to the course, one physical and one theoretical.

**Practical component (40% of final grade)**: In this part of the course pupils will be expected to demonstrate strong ability to perform across three chosen activities. Each assessment will equate to 10% of their final grade, with the final 10% of the practical component being assessed via a controlled assessment, where pupils analyse and evaluate a chosen performance. These elements will require a high level of physical fitness and/or sporting acumen. Pupils must be assessed in one individual activity, one team activity and then one more activity from either group. The expectation for these is that pupils are performing and competing in all of their assessment activities on a weekly basis.

**Theoretical component (60% of their final grade)**: In this part of the course pupils will need to complete two examinations of 1 hour and 15 minutes each.

Paper one: The human body and movement in physical activity and sport

Paper two: Socio-cultural influences and well-being in sport and physical activity

## Accelerated GCSE PE (Year 10 only)

Accelerated Physical Education: This course leads to 1 GCSE and is studied instead of completing core PE lessons in year 10. If you are in X1 or Y1 for English and Maths, you are eligible to complete this 1-year course. In Year 11 pupils return to their normal core PE lessons. The PE department reserves the right to approve pupils place on the course based on their practical ability.

**For further information please contact Mr Birch (Head of PE), Mrs Doubleday (Deputy Head of PE) or Mr Osborne (Head of Games)**

# Religious Studies GCSE

## Philosophical and Ethical Studies

**Examination Board: OCR**

**Specification No. J625**

### **Brief Description of Course**

This is an option for those pupils who enjoy discussing some of the fundamental questions in life. This course will cover an understanding of both religious and non-religious belief through beliefs and practice whilst considering the influence of religion on individuals, communities and societies.

Pupils will engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. Pupils will study two religions and apply this in philosophical and ethical contexts and in particular the themes of:

The existence of God, gods and the ultimate reality.  
 Religion, peace and conflict.  
 Dialogue between religious and non-religious beliefs and attitudes.  
 Religion and families.  
 The study of two world faiths.

### **Methods of Teaching**

Pupils will develop their skills of decision making, collaboration and independent working through examination of a wide range of topical issues using a variety of methods such as debates, questioning, research, analysis, class discussion, practice questions and visits and visitors.

The course develops pupils' ability to construct and develop balanced critical arguments using evidence analysis.

### **Method of Assessment**

Two 2 hour papers each worth 50% of the overall marks

**For further information please contact Miss. Banwell (Head of Religious Studies)**



# Separate Science GCSE

**Examination Board: AQA**

**Specification: Biology 8461  
Chemistry 8462  
Physics 8463**

## Brief Description of Course

Pupils with a real interest in science are able to take a GCSE course in each of the three science disciplines: Biology, Chemistry and Physics. Each science is taught through a series of units which are common with the GCSE Combined Science Trilogy GCSE course but are explored in greater breadth and depth. In Physics there is also an additional Space physics unit. There are 10 Biology, 8 Chemistry and 10 Physics required practicals which are spread through the courses. Pupils should consider choosing separate Science if they already have a desire to continue Scientific study beyond GCSE, although it is not always necessary.

<u>Biology Units</u>	<u>Chemistry Units</u>	<u>Physics Units</u>
1 Cell biology	1 Atomic structure and the Periodic Table	1 Forces
2 Organisation	2 Bonding, structure & properties of matter	2 Energy
3 Infection and response	3 Quantitative chemistry	3 Waves
4 Bioenergetics	4 Chemical changes	4 Electricity
5 Homeostasis and response	5 Energy changes	5 Magnetism
6 Inheritance, variation & evolution	6 The rate and extent of chemical change	6 Particle model of matter
7 Ecology	7 Organic chemistry	7 Atomic structure
	8 Chemical analysis	8 Space physics
	9 Chemistry of the atmosphere	
	10 Using resources	

## Methods of Teaching

The course identifies the activities and experiences learners will come across in everyday life, and links these to scientific ideas and their implications for society. It provides the opportunity to acquire the scientific skills, knowledge and understanding essential to the development of responsible attitudes to the world in which we live.

The course content will be covered using a variety of methods including opportunities for independent and group work, practical investigations, ICT simulations, data logging, class discussion, practice questions and quizzes.

## Method of Assessment

There are two 100 mark, 1 hour 45 minute exam papers per science, each contributing 50% to the GCSE. The exam papers assess knowledge and understanding from distinct topic areas including the required practicals.

Biology	Paper 1 Paper 2	Topics 1-4 Topics 5-7
Chemistry	Paper 1 Paper 2	Topics 1-5 Topics 6-10
Physics	Paper 1 Paper 2	Topics 1-4 Topics 5-8

**For further information please contact Miss Thorp (Head of Science)**

# Spanish GCSE

**Examination Board: Edexcel**

**Specification No. 1SP0**

## **Brief Description of Course**

Pupils will continue to study the 4 skills: listening, speaking, reading and writing. They will also work on translation skills and look at some authentic texts. The themes studied will include: Identity and culture, Future aspirations, study and work, International and global dimension, holiday and travel, school and local areas.

## **Methods of Teaching**

Pupils will continue to learn through a variety of activities, including pair and group work, independent activities, interactive resources and text books. Pupils will be expected to learn vocabulary and grammatical structures on a regular basis.

## **Method of Assessment**

- Reading 25% 45 minutes Foundation 60 minutes Higher – includes a translation from Spanish to English
- Listening 25% 35 minutes Foundation 45 minutes Higher
- Writing 25% 1hour 10 minutes Foundation 1 hour 20 minutes Higher – includes a translation into Spanish
- Speaking 25% 7-8 minutes Foundation 10-12 minutes Higher – includes a role play, conversation and picture based discussion

**For further information please contact Ms Hayes or Mr Lopez (Heads of Spanish)**

# Sport Studies OCR Cambridge Nationals Certificate (Level 1/2)

**Examination Board: OCR**

**Specification No: 120 GLH**

## **Brief Description of Course**

Pupils will typically have 2 theory and 1 practical lesson per week in Year 10, moving to 2 theory lessons in Year 11 in preparation for the external exam. The units studied are as follows:

**Contemporary Issues in Sport** – This is an externally assessed unit, requiring pupils to sit a written paper unit test/exam which is worth **40% of their final grade**. Pupils will explore a range of topical and contemporary issues in sport relating to participation levels and barriers as well as the promotion of values and ethical behaviour through sport. Additionally, they will look at high profile sporting events and National Governing Bodies in advancing sport's attempts to positively impact upon society and showcase their worth beyond providing entertainment.

**Performance and Leadership in sports activities** – This unit is assessed by an internally set assignment worth **40% of their final grade**. Pupils look at the skills, techniques, demands, rules, regulations and scoring systems of one team and one individual activity. Pupils also develop their fitness and their ability to coach, officiate and analyse performance. For this unit of work, the pupils are assessed in basketball as their team activity and badminton as their individual activity. Furthermore, pupils acquire and apply sports leadership skills and must plan and deliver a sports activity session to their peers.

**Increasing awareness of Outdoor and Adventurous Activities**– This unit is assessed via an internally set assignment worth **20% of their final grade**. This will allow pupils to identify the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these facilities. Pupils will take part in a range of outdoor activities in preparation for an internally set written assignment. Please be aware that to complete this module, pupils will need to be assessed in three outdoor activities. This will require them to attend a mandatory residential course and the cost of this will be approximately £200.

## **Methods of Teaching**

It is intended that lessons are vocational in nature. This means that a “real life” context be applied to all lessons and assignments. The focus is on how the material being learned in both theory and practical lessons could be used in the work place. It is an enjoyable and challenging course suitable for any pupil that have a genuine interest in sport, leisure and recreation. Participation in class discussions and practical tasks is mandatory so please study the BBC Sports App on a weekly basis.

## **Method of Assessment**

You will be assessed via completion of 2 in depth assignments that have practical and theoretical components. You will also be assessed via a written one-hour unit test paper, for Contemporary Issues in Sport, which is completed in examination conditions. This will happen in January of Year 11 with a chance to re-sit it in May of Year 11. Each assignment will have a variety of tasks relating to the subject matter covered in lessons and is designed to support your learning and demonstrate your performance and understanding of each unit.

Grades awarded are Pass, Merit, Distinction at levels 1 and 2 with Distinction Plus also available at Level 2.

**For further information please contact Mr. Birch (Head of P.E.)**

# Textiles GCSE

**Examination Board: Eduqas**

**Specification No. C650QS**

## **Brief Description of Course**

GCSE Textiles is an exciting and creative course which involves working with traditional and contemporary textiles. Pupils will experiment with a range of media, techniques and concepts to create a portfolio of work. They will complete 2 units of coursework and a final exam. Within each unit there are four assessment objectives that must be completed, which are:

**Textile Artists/Designers Study-** Pupils research the work of other artists, designers and cultures through different periods of history.

**Research-** Pupils will collect images, drawings, photographs and samples of things that are relevant to the given theme.

**Developing Ideas-** Pupils will explore and experiment with a wide variety of textiles techniques and equipment to create a variety of possibilities for a final outcome.

**Final Piece-** Pupils will create a unique and original final piece based on their research and their artists study.

**Please note that pupils cannot take this subject with both Art and Photography.**

## **Methods of Teaching**

During the first year of the course, pupils will build up their knowledge and skills through a range of projects which will enable them to experience various techniques, materials and processes. Pupils will use sketchbooks and design sheets in order to develop a body of work. As the course progresses, pupils will gain confidence and will independently generate ideas through extensive personal research and investigation. They will continually evaluate, demonstrating an increased ability to constructively analyse their own work as well as building subject specific vocabulary and terminology. Pupils will look at other textile artists and crafts people for inspiration and will be expected to visit exhibitions and local colleges in order to further enhance their awareness of the subject.

## **Method of Assessment**

Pupils will be assessed at the end of each unit and again at the end of the course.

They will sit a final exam in Year 11, comprised of 6-8 weeks preparation time followed by a 10 hour practical exam. It is important to note: Coursework =60% of the final marks and the Final exam =40% of the overall grade

**It is therefore vital that all coursework is completed fully during the two years.**

**For further information please contact Mrs Churcher (Head of Art)**

