

Option Choices

Subject name:

Examining Board: AQA

Syllabus Number: 8202

FINE ART

Who would benefit from and enjoy this course:

Students who enjoy drawing and painting, mixed media, sculpture and printmaking. Students will benefit from a strong foundation to progress onto art and design related courses or career pathways. The course provides students with a wide range of creative and exciting opportunities to explore their interests in fine art in ways that are personally relevant.

Course Content and Assessment:

Students will be introduced to a variety of experiences exploring a range of fine art media, techniques and processes, including both traditional and new technologies.

In Year 10 you will be asked to complete a sustained project alongside a selection of further work. A project should demonstrate an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

Currently, the first project in year 10 is the theme of 'Identity'. Within this project you will be able to exercise a good deal of choice in the size, media and subject content of your work. It is recognised that you will have individual interests and skills, which will be encouraged throughout the year.

In Year 11, students will complete an externally set assignment, which is a practical project set by the exam board. The students receive the exam paper in the beginning of January and complete preparation work before their final timed (10 hours) piece of work.

The structure of Fine Art GCSE:

<i>Component 1</i>	<i>Portfolio</i>	60%
<i>Component 2</i>	<i>Externally Set Assignment</i>	40%

Assessment for GCSE Art is at the end of Year 11 when coursework provides 60% marks and an externally set assignment provides 40% marks. Work will be marked by the centre and moderated by the exam board AQA. Students need to evidence the four assessment objectives in their sketchbooks:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Exam board link for more detailed information:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What the course could lead to:

A further art and design related course, like an A Level Art course or an equivalent course at college. The course will also lead to career pathways in art and design.

Option Choices

Subject name:

Examining Board: AQA
Syllabus Number: 8206

PHOTOGRAPHY

Who would benefit from this course:

Self-motivated and well-organised students who enjoy looking at their surroundings with an imaginative eye, learning new skills, and working both technically and creatively.

Course Requirements

It is advisable that students have their own digital camera (not a smartphone). Teachers are happy to advise.

Course Content etc

This course will teach students to look at the world in a creative way, in order to visually communicate their ideas through photography. Students will develop critical analyses of artists' work, helping to develop their own ideas through personal response, practical application and written reflections.

The emphasis will be on project work that allows students to fully develop ideas over time. Students will produce a portfolio that consists of a number of short, teacher-led projects leading to a sustained, independent project. A typical theme might be 'Unusual Viewpoints', which takes inspiration from famous photographers and encourages students to see their world from a different angle. There is an externally set assignment at the end of the course.

Throughout this course, students will learn about a variety of photographic media, techniques and processes including some hands-on experimentation with traditional techniques in our dedicated darkroom, lighting in our studio and of course the use of computers for Photoshop and digital media. We encourage students to use these techniques and equipment to make thought-provoking work that shows a high degree of skill and technical knowledge, and personally developed ideas.

This coursework earns marks over the entire course resulting in a final grade. Students will use workbooks to demonstrate all practical learning, idea development and critical analysis.

The Externally Set Assignment is a similar format to the sustained project, but the themes are set by the exam board AQA. Students will have approximately 12 weeks to research, take photos, and develop ideas further. They then have 10 hours of supervised time to produce a final portfolio.

Students will develop valuable transferable skills in creative and practical problem solving, developing ideas through research, practical application, analysis and evaluation, and gain better organisation.

Option Choices

Subject name:

Examining Board: NCFE

BUSINESS STUDIES

NCFE Level 2 Technical Award in Business and Enterprise offers an introduction to business and enterprise in a vocational and hands-on approach which will not only enthuse and inspire learners about a career in business and enterprise but it will also offer a progression onto A Levels and Level 3 qualifications. This qualification allows students to demonstrate their progression through the course by researching, planning, developing and evaluating a business/enterprise project.

Content Overview

Unit 01 Starting a Business or Enterprise

Learners will understand the process of setting up a business or enterprise, the entrepreneurial characteristics and skills required and the purpose and sections of a business plan

Unit 02 Market research and analysis

Learners will understand market research, business markets, business costs, how businesses identify their target market and the marketing mix.

Unit 03 People, operations and recruitment

Learners will understand the organisation and management of people for business and enterprise.

Unit 04 Finance for business and enterprise

Learners will understand the sources of finance available when starting a business; the costs involved when starting and running a business; how to create break-even charts and cash flow forecasts, and how internal and external influences affect a business.

Unit 05 Produce a business plan for a business or enterprise

Learners will choose an idea for a business or enterprise and develop a business plan for this idea, to include company description, market analysis, marketing, people and operations, financial plan and forecasts.

Unit 06 Evaluate a business plan

Learners will evaluate the process they went through in creating their business plan, identifying the strengths and weaknesses of their research, their use of business concepts and techniques, the feasibility of their business idea and the overall presentational quality of their plan.

Option Choices

Unit No	Unit title	GLH	Mandatory/ Optional	Assessment method
Unit 01	Starting a business or enterprise	15	Mandatory	Internally and externally assessed
Unit 02	Market research and analysis	25	Mandatory	Internally and externally assessed
Unit 03	People, operations and recruitment	25	Mandatory	Internally and externally assessed
Unit 04	Finance for business and enterprise	25	Mandatory	Internally and externally assessed
Unit 05	Produce a business plan for a business or enterprise	25	Mandatory	Internally assessed
Unit 06	Evaluate a business plan	5	Mandatory	Internally assessed

Assessment Overview

The course consists of 6 internal assessments based on portfolio work; students must pass all six assessments to achieve an overall grade for this qualification.

There is one External Question Paper which will be sat in March and based on Units 01 - 04

Students will be encouraged throughout the course to make links with local businesses and entrepreneurs to gain first-hand experience of setting up and running a successful business.

What will the course lead to: -

A level Business Studies, A level Economics, apprenticeship and employment in Business.

Option Choices

Subject name:

Examining Board: AQA

Syllabus Number: 8204

TEXTILES

Who would benefit from and enjoy this course:

Students who have enjoyed textile lessons in KS3. Students who enjoy exploring a range of textile media, techniques and processes, including both traditional and new technologies.

Course Content and Assessment:

The course requires you to complete a portfolio of work about Fine Art Textiles and Fabric Manipulation. In Year 10, the course focuses on art and textile techniques in the form of 2D, relief and 3D work based on a culture of the student's choice. There will be the opportunity to develop 2D art skills such as drawing, stencilling, printing and collage as well as being introduced to photography techniques within the darkroom and exploring methods of image transfer on to fabric. Students will learn a range of textile techniques such as weaving, embroidery, appliqué, machine stitching and fabric manipulation. Students will explore a range of materials and techniques in a sketchbook and will also have the opportunity to study the work of artists, designers and craftspeople, which will lead to the production of larger mixed media pieces.

In Year 11, students will complete an externally set assignment, which is a practical project set by the exam board. The students receive the exam paper in the beginning of January and complete preparation work before their final timed (10 hours) piece of work.

The structure of Art Textiles GCSE:

<i>Component 1</i>	<i>Portfolio</i>	60%
<i>Component 2</i>	<i>Externally Set Assignment</i>	40%

Assessment for GCSE Art is at the end of Year 11 when coursework provides 60% marks and an externally set assignment provides 40% marks. Work will be marked by the centre and moderated by the exam board. Students need to evidence the four assessment objectives in their sketchbook:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

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AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Exam board link for more detailed information:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What the course could lead to:

A further art and design related course, like an A Level Textiles course or an equivalent course at college. The course will also lead to career pathways in art and design.

Option Choices

Subject name:

Examining Board:

OCR

Syllabus Number :

J276

GCSE Computer Science

Is this course relevant to me?

Yes! Computer based technologies are all around us. The modern world would not function without this technology. Of course this technology has to come from somewhere and this is where creative innovative and dynamic individuals with a background in Computer science come in. Every walk of life has been and continues to be impacted by new technologies. Whether you want to go into the IT industry, engineering, financial, science and medicine, creative arts, film or media then Computer science is relevant to you.

What are the main aims of the course?

For an increasing number of people, producing and using digital applications to create digital content is the way they make a living. People serve whole industries by using their skill and expertise in this growing sector. The OCR GCSE in Computer Science has been developed to provide an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You will learn how this dynamic and rapidly changing subject affects us now and in the future.

The course has also been designed to help candidates develop their personal skills in the areas of team working, project planning, communication and problem solving. They accredit candidates' abilities to carry out a range of tasks and have been designed to recognize achievements in a modern, practical way that is relevant to the workplace.

Course content and Assessment

The course is made up of three units that are designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. You don't need to have studied this subject before, and assessment is quite simply based on two written exams and practical programming tasks.

The course will help you learn about critical thinking, analysis and problem solving. We hope you'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

- The computer systems unit will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking and more.
- The computational thinking and programming unit will teach you the importance of algorithms and programming techniques in producing efficient and logical solutions to problems.
- The programming project will call on you to design, code and test a solution to three tasks using a suitable programming language.

How could it help with my future?

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field.

Option Choices

The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine. Computational thinking will help you in all areas and improve your problem analysis and solving skills.

Assessment

Unit 1

Unit 1 is assessed through a written paper of 1 hour and 30 mins. It carries 80 marks and is equivalent to 50% of the overall grade.

Candidates answer all questions. Question paper that includes a mixture of short and long answer questions, some of which will require candidates to write program code.

Unit 2

Unit 2 is assessed through a written paper of 1 hour and 30 min. It carries 80 marks and is equivalent to 50% of the overall grade.

Candidates answer all questions. Question paper that includes a mixture of short and long answer questions, some of which will require candidates to write program code.

Unit 3

Unit 3 is a practice programming project that all students must complete. This will take approximately 20 hours. The project makes use of skills and techniques learnt in the previous units. This also provides an opportunity for students to demonstrate their coding skills.

For more information on this exciting new course check out the web site at

<http://www.ocr.org.uk>

Option Choices

Subject name:	Examining Board: Edexcel
<h1 style="color: #00AEEF; margin: 0;">BTEC Digital Information Technology</h1>	

Specification title:	BTEC Tech Award in Digital Information Technology
Aims/approaches adopted:	The BTEC Award in DIT allows learners to develop skills through vocational work; they learn by doing practical tasks as well as studying the knowledge aspects of the course. The course focuses on project planning, interpreting data, and creating user interfaces.
Brief outline of the content of the teaching units:	<p>Component 1 – Exploring user interface design principles and project planning techniques Learn a range of techniques to plan a large project such as Gantt charts and critical path analysis. Design, develop and review an interface</p> <p>Component 2 – Collecting, presenting and interpreting data Learn how to use spreadsheets effectively to organise and manipulate data. Learn how to create a dashboard of information suitable for presenting to an audience.</p> <p>Component 3 – Effective digital working practices Learn how modern technology allows effective communication. Learn about IT security and legal issues.</p>
Brief outline of the scheme of assessment:	<ul style="list-style-type: none"> 30% coursework on designing user interfaces and project planning 30% coursework on collecting, presenting and interpreting data 40% exam on effective digital working practices
Progression to which level 3 courses?	Cambridge Technical Level 3 in Information Technology

Option Choices

Subject name:

Examining Board: AQA

Syllabus Number: 8585

GCSE FOOD PREPARATION & NUTRITION

This fresh and exciting course equips students with an array of techniques, as well as knowledge of nutrition, food traditions and kitchen safety. This course was created by the exam board (AQA) with help from teachers and subject experts to inspire and motivate students, opening our eyes to a world of career opportunities and providing confidence to cook with ingredients from across the globe.

The work is divided into two equal components. A written examination paper (1hr 45mins) worth 50% and a written or electronic 'investigation' report worth 15% and a written or electronic 'portfolio' with photographic evidence of practical skills worth 35%.

As food is such a global market, you will gain skills that are useful in an open and wide range of careers including Food Science, Food Nutrition, Catering, Product Marketing, Food Sales/Buying and Food Preparation. These skills will also be valued in your personal life to understand what it takes to maintain a healthy lifestyle.

Option Choices

Subject name:

Examining Board: AQA

Syllabus Number: 8552

GCSE DESIGN & TECHNOLOGY

Design and Technology offers an opportunity to design and make a wide range of projects across a range of skill areas. Whilst traditionally a practical subject Design and Technology has developed and evolved into a subject that will stretch and challenge you to think outside of the box and push you to solve complex problems. Whilst we will still be working with a variety of materials from resistant materials to textiles fabrics you will also develop a range of design and analytical skills which will give you an excellent initial foundation for any future academic path. If you enjoy working with a range of materials and coming up with innovative ideas - this is the course for you.

In order to be successful in this subject you need to be imaginative, resilient and ready to rise to each of the challenges you will be given.

The work is divided into two equal components. A written examination paper (2hrs) worth 50% and a 'design and make' project also worth 50%.

You will gain skills that are useful in a wide range of careers including Engineering, Architecture, Product Design, Interior Design and Graphic Design. These skills will also be valued in further study of anything design related and in your personal life to develop decision making skills.

Option Choices

Subject name:

Examining Board: NCFE

V- Cert Level 2 Technical Award in GRAPHIC DESIGN

This course is a “Technical Award” and is the vocational equivalent to a GCSE. It is for anyone who is interested in any aspect of graphic designing and the course is appropriate for learners who are motivated and challenged by leaning through hands-on experiences. During the course you will be expected to work to design briefs which will give you a feel for Graphic Design in industry. Through different projects you will gain a wider understanding of the different types of Graphic design and create a range of exciting outcomes.

This qualification shows learners how to:

- Research ideas and use various sources
- Use a variety of tools, materials and techniques
- Explore a range of media and materials
- Build a portfolio of ideas
- Use their knowledge of the chosen graphic design elements to produce an item in response to a brief or scenario
- Work safely and securely when creating their graphic design item.

Successful completion of this qualification will fulfil the entry requirements for relevant academic and vocational study post-16. The subject areas that will complement this course are Enterprise skills, Design and Technology and Creative/Media.

Option Choices

Subject name:

DANCE

Examining Board: AQA

Syllabus Number: 8263

Who would benefit from and enjoy this course:

All students with a special interest in contemporary dance, who are committed to working hard and improving their movement skills. This course is 60% practical dance work and 40% theory work. You must have an interest in performing dance and be prepared to put in extra work outside school hours.

Course Content and Assessment:

Performance

This will include a study of:

- Good studio practice
- The technical nature of dance skills
- The expressive nature of dance skills
- Factors which influence the achievement of high quality dance performance

Composition

This will include a study of:

- The process of creating choreography
- Choreographic structure
- Constituent features of dance

Appreciation

This will include a study of:

- Analysis and interpretation of dances
- The historical and social context of dances
- A study of professional works

The GCSE Examination:

Component 1: PERFORMANCE & CHOREOGRAPHY 60%

Performance 30%

Perform solo set phrases set by the Exam Board

Perform in a duet/trio

Choreography 30%

Choreograph a group piece

Component 2 : DANCE APPRECIATION 40%

Written examination of 1 hour 30 minutes

Questions based on own practice in performance and choreography

Questions on a set list of professional dance works

What the course could lead on to: Dance can be studied at A level and may be assessed as part of A level Physical Education. Very able dancers could become professional dancers, train to be choreographers or become a teacher of dance.

Option Choices

Subject name:

Examining Board: Eduqas

Syllabus Number: C690QS

DRAMA

Text based performance-20%

Devised performance 40%

Written exam – 40%

What is GCSE Drama all about?

GCSE Drama is your chance to work practically with your peers and be creative. You will have the opportunity to develop skills in empathy and team work as you play many parts in differing imaginary situations; all the while considering a range of viewpoints and perspectives. You will have the time and space to create your own performance work as well as to practically-explore plays published by professionals. In addition, your learning will be supported by experiencing live theatre events created by both peers and at professional venues.

The GCSE Drama Course is in three parts:

Component One: 40%

Devising Theatre.

You will apply a variety of Explorative Strategies to practically explore and *create your own* drama scenes, based on a range of externally set stimuli linking to a key theme or issue. You will be required to write continuous supporting notes, which will then form a 900 word portfolio, as part of your assessment. You will perform your final devised piece to an audience and write an evaluation of it.

Component Two: 20%

Performance from text

You will use a variety of Drama Mediums to practically explore play-texts . In groups of 2- 4 you will read the play, explore characters, themes and plot lines and will create a finished piece. You will select an extract from your chosen play to perform in front of a visiting examiner.

Component Three: 40%

Interpreting theatre

This is an externally set and assessed exam lasting 1hr 30mins. You will study the set text practically during your drama lessons, you will make a set model box, design and make a costume and explore lighting and directing ideas

Section A: Set Text

A series of questions on one set text

. **DNA, Dennis Kelly.**

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Option Choices

Subject name:

Examining Board: OCR B

Syllabus Number: J384

GEOGRAPHY

Who would benefit from and enjoy this course:

GCSE Geography is for those students who want to make sense of the world around them as well as building on their Key Stage Three knowledge and skills. The course will give students the chance to get to grips with some of the big questions, which affect our world through content that is relevant to any citizen of the planet in the 21st century. Students should be interested in developing their independent learning skills, communication skills, technological skills such as ICT and GIS and be looking to improve their literacy, numeracy and problem-solving ability.

Content	Assessment
<p>Unit (01) – Our Natural World</p> <p>Topic 1: Global Hazards – climatic and tectonic hazard events. Topic 2: Changing climate – the causes and impacts (national and global) Topic 3: Distinctive landscapes – rivers and coasts Topic 4: Sustaining ecosystems – tropical rainforests and Arctic regions</p> <p>Fieldwork – students will be given the opportunity to carry out fieldwork that will include the exploration of a physical environment (river or coastline).</p>	<p>1 hour 15 mins written paper 70 marks</p> <p>35% of the GCSE (9-1)</p>
<p>Unit (02) – People and Society</p> <p>Topic 5: Urban futures – the causes, consequences and management urbanisation. Topic 6: Dynamic Development – the changing nature of countries along the development spectrum Topic 7: UK in the 21st Century – population, economic, cultural and political change Topic 8: Resource Reliance – food, energy and water</p> <p>Fieldwork – students will be given the opportunity to carry out fieldwork that will include the exploration of a human environment (town or city).</p>	<p>1 hour 15 mins written paper 70 marks</p> <p>35% of the GCSE (9-1)</p>
<p>Unit (03) – Geographical Exploration</p> <p>Although there is no specific content prescribed, it is anticipated that content from a range of topics within both the Our Natural World (01) and People and Society (02) components will be applied, as appropriate, in relation to a specific unseen country context.</p>	<p>1 hour 30 mins written paper 60 marks</p> <p>30% of the GCSE (9-1)</p>

What the course could lead on to:

Geography is recognised as one of only a few subjects that helps develop a range of essential skills for further education and the world of work. It will obviously lead onto to the opportunity of studying the subject at A Level, but it is also a very useful foundation for other A Level or BTEC courses such as Economics, Business Studies, Leisure and Tourism, Biology. Later a wide selection of degree courses and other studies in Geology, Ecology, Agriculture, Planning, Environmental Management, Conservation, Leisure Management, Local Government, Travel Companies, Property Researcher to Film/TV location Unit, Tour Operator, Government Statistician.

Option Choices

Subject name:

Examining Board: AQA

Syllabus Number: 8145

No tiers. 100% exam

HISTORY

Who would benefit from and enjoy this course

Any students who have found their study of History interesting. Students who enjoy questioning, discovering answers and developing their understanding about the world we live in. History GCSE is accessible to all abilities. **Our key aims are** to acquire knowledge and understanding of the past, investigate events, people and issues, use historical sources critically and understand how the past is represented and interpreted.

Course Content and Assessment

Year 10 Terms 1, 2 & 3: The USA 1920-1973

We address the following questions:

1. What was the experience of the USA during the Boom?
2. What was the impact of the Depression on the USA?
3. What changes did post-war America experience?

Students will examine a range of sources to identify the good times and the bad times in the USA throughout this period.

Year 10 Terms 4 & 5: The Cold War in Asia 1950-1975

We examine three key areas:

1. What happened during the conflict in Korea?
2. Why did the Cold War escalate in Vietnam?
3. Why did the war in Vietnam come to an end?

By the end of this unit, students should understand the causes of the tensions between the USSR and the USA and why wars were fought in Asia. Students will examine two case studies – Korea and Vietnam and decide how effectively the USA contained communism in the 1960s and 1970s.

Year 10 Term 6 & Year 11 Term 1 & 2: Britain and Health. C.1000 – present day

We look at the main areas of change and continuity in British medicine across a wide time period:

1. Medicine stands still: Medieval medicine.
2. The beginnings of change: The Renaissance and Scientific Revolution
3. A revolution in medicine: Industrial Revolution.
4. Modern medicine.

Year 11 Terms 3 & 4: Elizabethan England 1568-1603

Students complete a unit of study on the complex economic, religious, political and social changes during the reign of Elizabeth I. Key areas will be:

1. Elizabeth and her government (including the questions over marriage and an heir)
2. Life in Elizabethan England (including exploration, theatre and poverty).
3. Trouble at home and abroad (Religion, Mary, Queen of Scots and the Armada).
4. The historic environment of Elizabethan England.

What the course could lead on to:

History GCSE is recognised as significantly improving skills in organisation, research and communication. It has high status in a great breadth of careers: these include business, administration, mass media, law, finance, personnel work, museums, archive and library work, marketing, advertising, civil service and local government, teaching and academic research, and management. Beyond GCSE there is a popular A Level course in History in the Sixth Form.

Option Choices

Subject name:

Examining Board: AQA

Syllabus Number: 8572

MEDIA STUDIES

Who would benefit from and enjoy this course?

We realise that many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. That's why AQA have made the written assessment clear, well-structured and easy for students to understand.

Students will enjoy the variety of question styles, which include multiple choice, short and extended answer. There are also exciting non-exam assessment briefs that provide our students with clear guidance and support to help them to create media products which they can be truly proud of.

Students are required to study media products from all of the following media forms:

- **audio-visual forms** (TV, film, radio, advertising and marketing, video games and music video)
- **online forms** (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing)
- **print forms** (newspapers, magazines, advertising and marketing).

Course Content and Assessments: 70% exam and 30% non-exam assessment:

Paper 1:

- Written exam: 1 hour 30 minutes
- 84 marks
- **35% of GCSE**

+

Paper 2:

- Written exam: 1 hour 30 minutes
- 84 marks
- **35% of GCSE**

+

Non exam assessment – creating a media product

- A choice of topics related to the over-arching (annually changing) theme
- 72 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA

Students produce:

- a statement of intent
- a media product for an intended audience

Option Choices

Subject name:

Linear Exam

Examining Board: AQA

MODERN LANGUAGES FRENCH, GERMAN & SPANISH

Who would benefit from and enjoy these courses?

Anyone who enjoys languages, who plans to travel or who is looking for exciting job opportunities. These two-year courses in each of the foreign languages offered will give students the opportunity to study their chosen language(s) for enjoyment, for practical reasons such as travel or work, or as a foundation for further study. In this increasingly globalised world, it is a great advantage for any young person to be able to offer to their employer knowledge of one or more modern foreign languages, and a foreign language will, in turn, open up increased job opportunities.

Course Content and Assessment

The course covers three broad themes which are divided into sub-themes:

Identity and culture

Youth Culture

- Self and relationships
- Technology and social media

Lifestyle

- Health and fitness
- Entertainment and leisure

Customs and Traditions

- Food and drink
- Festivals and celebrations

Local, national, international and global areas of interest

Home and Locality

- Local areas of interest
- Transport

France and French-speaking countries

- Local and regional features and characteristics
- Holidays and tourism

Global Sustainability

- Environment
- Social issues

Current and future study and employment

Current Study

- School/college life
- School/college studies

World of Work

- Work experience and part-time jobs
- Skills and personal qualities

Jobs and Future Plans

- Applying for work/study
- Career plans

These themes are assessed by exams in listening, speaking, reading and writing in the summer of year eleven. Each of these exams is worth 25% of the overall mark.

What the course could lead to:

A GCSE in a foreign language could, of course, lead on to further study at AS, A level or at university. It would prove useful on courses such as Business Studies, Economics, Events Management or Travel and Tourism and can be combined with almost any subject at degree level, giving students the opportunity to work or study abroad as part of their degree course. Many Russell Group universities like to see a GCSE in a foreign language, even for non- language courses.

Option Choices

Subject name:

Examining Board:

RSL

Level 2 Certificate in Music Performance

Level 2 Certificate in Music Technology

There are two pathways if you choose music as an option. You will either complete a Level 2 Certificate in Performance or a Level 2 Certificate in Technology & Composition. The level 2 courses are equivalent to GCSE and you will receive a pass, merit or distinction at the end. You will be graded on a combination of coursework as well as a practical exam at the end of the course. The units for both courses are explained in more detail below:

Level 2 Certificate in Performance:

Unit 201ta: Music Knowledge Development (30% - internally assessed)

The aim of this unit is to build students' musical knowledge and give them the ability to articulate their thoughts about music using the appropriate industry and theoretical language. Students will study various styles of music and then complete a presentation about two contrasting musical styles of their choice.

Unit 202ta: Live Music Performance (40% - externally assessed)

In this unit students will complete a live music performance in front of an audience. Students will need to decide on the pieces they are going to play and rehearse them in time for their final performance.

Students will then choose one of the following optional units:

Unit 204ta: Instrumental Study (30% - internally assessed)

This unit aims to enhance the students' capacity to understand how to maximise their development as an instrumentalist/vocalist, to recognise their strengths and encourage areas for improvement. Students will set goals at the start of this unit and evaluate their progress on a regular basis.

Unit 205ta: Composing Music (30% - internally assessed)

In this unit students will learn about different composing styles and be able to create their own piece of music which reflects their chosen style.

Students will need to play an instrument or sing in order to complete the performance course.

Level 2 Certificate in Technology:

Unit 201ta: Music Knowledge Development (30% - internally assessed)

The aim of this unit is to build students' musical knowledge and give them the ability to articulate their thoughts about music using the appropriate industry and theoretical language. Students will study various styles of music and then complete a presentation about two contrasting musical styles of their choice.

Unit 203ta: Music Sequencing & Production (40% - externally assessed)

In this unit students will be using Mac computers with Logic software. They will compose their own music and complete a 3-5 minute piece following set criteria for their final assessment.

Option Choices

Students will then choose one of the following optional units:

Unit 206ta: Sound Recording (30% - internally assessed)

This unit aims to introduce students to the sound recording process. Students will be shown the skills needed to record effectively and understand the principles behind the recording process. They will also learn mixing techniques and apply these to their own recorded work.

Unit 207ta: Using a DAW (30% - internally assessed)

In this unit students will learn the functions of a DAW (digital audio workstation). They will develop their keyboard skills in order to sequence music effectively. It is not necessary for students to already play an instrument or sing in order to study the Level 2 Certificate in Technology & Composition course. Students will learn basic keyboard skills at the start of the course in order to assist them with the sequencing units.

What the courses could lead on to:

These courses will prepare you for various courses at Sixth Form level : BTEC Level 3 in Music Technology, AS and A Level Music, Arts and Entertainment Industries, or maybe contribute to Theatre Studies. Many employers value qualifications in music, as it demonstrates an awareness and understanding of multi-cultures; creativity; working independently and working with others.

Option Choices

Subject name:

Examining Board:

OCR

Syllabus Number:

J586, J812

GCSE PHYSICAL EDUCATION or OCR SPORTS SCIENCE

GCSE Physical Education

Who would benefit from and enjoy this course:

Those with a strong interest in sport and human performance and who want to understand how the body works and adapts to physical activity, **while fulfilling their potential when being assessed for their performance in three areas of activity.**

Students are expected to be regularly participating in at least one activity at a competitive level.

Course Content and Assessment:

1. Physical Factors affecting performance – 30% - written paper

- Applied anatomy and physiology
- Physical Training

2. Socio-cultural issues and sports psychology – 30% - written paper

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

3. Performance in physical education – 40%

- Practical activity assessment – 3 activities. One activity from the ‘individual’ list, one from the ‘team’ list and one from either list. See <http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>
- Evaluating and analysing performance (EAP) **controlled assessment**

OCR Sports Science

Who would benefit from and enjoy this course:

Students who enjoy physical activity and wish to learn about the positive impact sport can have on the body and mind. There is no practical assessment on this course.

Course Content – mandatory units:

Reducing the risk of sports injuries – 1 hour written paper (60 Marks)

Applying principles of training – coursework

Optional units (coursework) – any 2 from (these will be tailored to the needs of the students on the course)

Sport psychology, sports technology, sports nutrition and the body’s response to physical activity.

Please speak to your PE teacher(s) and Mr Smith/Mrs Humphreys about your suitability for the two courses on offer.

What courses could lead on to:

Together with success in Science, a good grade in GCSE Physical Education or Sports Science would be a good background for A Level Physical Education and BTEC Level 3 in sport.

Option Choices

Subject name:

Examination board: TBC

Syllabus Number: TBC

RELIGIOUS STUDIES

Religious Studies is the academic study of the way beliefs shape people and societies. It is an insight into the belief systems that lead to actions and behaviours for approximately 8 out of 10 people on the planet.

Religious Studies is a subject that will support your position as a global citizen and will give you an excellent understanding of many of the moral and ethical problems facing people around the world today.

Option Choices

Subject name:		Examining Board: AQA Biology 8461 Chemistry 8462 Physics 8463
<h3 style="color: #00AEEF;">SCIENCE: TRIPLE AWARD</h3> <p>This is covered in CORE Science time and one option block time.</p>		
Specification title:	AQA GCSE Biology AQA GCSE Chemistry AQA GCSE Physics	
Aims/approaches adopted:	<ul style="list-style-type: none"> • encourages students to explore explaining, theorising and modelling in science • also encourages students to develop a critical approach to scientific evidence • is suitable as a basis for further study of science 	
Brief outline of the content of the teaching units:	<p>Biology - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, ‘Inheritance, variation and evolution’ and also Ecology.</p> <p>Chemistry – ‘Atomic structure and the periodic table’, ‘Bonding, structure, and the properties of matter’, Quantitative chemistry, Chemical changes, Energy changes, ‘The rate and extent of chemical change’, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.</p> <p>Physics – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space Physics</p> <p>The teaching and learning of ‘Working Scientifically’ is integrated into teaching and learning of science content.</p>	
Brief outline of the scheme of assessment:	<ul style="list-style-type: none"> • there are two exam papers for each subject each of 1 hour 45 minutes. These must both be Higher Tier or Foundation Tier. Students could take Higher papers in one science subject and Foundation in another. • assessment of ‘Working Scientifically’, are integrated into all units • 15% of the marks are for practical skills, apparatus and techniques. • students are awarded 3 GCSEs 	
Progression to which level 3 courses?	<ul style="list-style-type: none"> • A Level Biology • A Level Chemistry • A Level Physics • All other non-science AS levels. 	

Option Choices

Subject name:

Examining Board: AQA
Syllabus : 8192

GCSE Sociology

Sociology is an exciting and challenging GCSE that enables pupils to understand the impact of society on their lives. Sociology is the scientific study of human behaviour, based on their social characteristics (social class, ethnicity, gender and age). It seeks to understand why different people are more or less likely to be successful, based on the advantages they are born with.

Sociology has been offered at degree level since the late 1800s and sociological reasoning has been traced back to the ancient Greeks. Sociology is closely related to psychology and philosophy as schools of thought. Despite its long history, sociology has always remained contemporary and seeks to explain social events and behaviour in current society.

Families and Households

- Why do families exist?
- What are the different types of family in the UK?
- How have families changed?
- Are the roles within families fair?
- Is there a dark side to the family?
- Is childhood now in a 'golden age' or has it become 'toxic'?

Education

- What is the point in school?
- How has education changed over time?
- Is education fair?
- Are educational differences between students caused by society or the school?
- How does social class, gender and ethnicity impact your education?

Crime and Deviance

- Who commits crime?
- Who benefits from crime?
- Why do people commit crime?
- Who escapes punishment for crime?
- How do we prevent and punish crime?

Social stratification

- Who has power in society?
- What is poverty?
- How does your position at birth impact your future?

All students take the same examination paper and therefore the highest grades are accessible to all.

Sociology is a highly academic and well respected subject that will be relevant in the work place as well as providing a good foundation for further study.

The course is recommended for the study of A level courses within People and Community Studies such as Religious Ethics and Philosophy, Sociology, Psychology and stand-alone Philosophy.