



Courses at Key Stage 4 2017/2019



January 2017

Dear Parents, Carers and Students,

This booklet gives details of the curriculum that students will follow from September 2017.

The subjects shown in **BLACK** wording in this booklet are compulsory and taken by all students. Most students will make **3 further choices** from the **BLUE** subject worded pages.

These 3 'option' choices are full GCSE courses or equivalent. We expect that most students will take courses leading to 9 or 10 GCSE's.

It is recommended that all students choose at least one from **History, Geography, Foreign Language or Computing**. Also it is not possible to do **both Art & Textiles**.

The '**Key Stage 4 Subject Choices**' form gives details of what combinations are possible. This is the result of the 'choices survey' conducted in December.

Although we would like all our 'option' subjects to run from September we cannot guarantee that groups of very low numbers will run.

The Year 9 Options Information Evening is on **Wednesday 25th January 2017 at 7.00pm in S Block Hall**. At this meeting the procedure for making choices will be explained. The deadline for the return of the choice forms is **Friday 3rd February 2017**.

We look forward to seeing you on 25th January. If you have any questions during the choice period please do not hesitate to contact the school.

Yours sincerely



M CHAPMAN
Assistant Headteacher-Curriculum

Subject name:

Examining Board:

AQA

Syllabus Number:

8700

ENGLISH LANGUAGE

The study of English helps you to communicate clearly, effectively and appropriately through both the written and spoken word. The more you are able to speak and write with confidence the more successful you will be, not just academically or in your future career, but in your personal life as well. English is therefore studied by all students.

Course Content and Assessment

Students will study English Language and English Literature in sets one to four. The course is assessed by two examinations at the end of Year 11.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

Spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The unit will get a separate mark from GCSE.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
What's assessed Section A: Reading <ul style="list-style-type: none"> • one literature fiction text Section B: Writing <ul style="list-style-type: none"> • descriptive or narrative writing 	How it's assessed Section A: Reading <ul style="list-style-type: none"> • one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> • writing to present a viewpoint
How it's assessed <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE 	Assessed <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE
Questions Reading (40 marks) (25%) – one single text <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (2 x 8 marks) • 1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (1 x 8, 1 x 12 marks) • 1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> • 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Tiers of Entry

There is only one tier of entry. All students will do the same exam papers.

What the course could lead on to:

The course is a good foundation for further study in the sixth form – in any subject. A high grade is necessary if you wish to study English at 'A' level or to continue your education at university. A good performance is also valued by employers.

Subject name:	Examining Board: AQA
ENGLISH LITERATURE	Syllabus Number: 8702

Students in sets one to four and possibly some of set five will also study for a second GCSE in English Literature. The study of literature not only extends your experience of reading and writing, it also develops your critical and analytical skills which will be of benefit to you generally, not just in your performance on this course.

Course Content and Assessment

Paper 1: Shakespeare and the 19th-century	Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none"> • Shakespeare • The 19th-century novel <p>How it's assessed</p> <ul style="list-style-type: none"> • 1 hour 45 minute written exam • 64 marks • 40% of GCSE 	<p>What's assessed</p> <ul style="list-style-type: none"> • Modern texts • Poetry • Unseen poetry <p>How it's assessed</p> <ul style="list-style-type: none"> • 2 hour 15 minute written exam • 96 marks • 60% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p>	<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p>
<p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p>
<p>Additional information</p>	<p>Section C Unseen poetry: students will answer one question on each of two unseen poems and one comparative question.</p>

Study of all of the texts involves note-making, essays and a range of analytical activities. There is plenty of group and whole class discussion and whenever possible theatre trips are arranged so that you gain as wide an experience of literature as possible. We also look at films to see how a particular piece transfers from page to screen.

Tiers of Entry

There is only one tier of entry.

What the course could lead on to:

Because the study of literature broadens your experience and develops your analytical skills, it is valued by a wide range of employers and educational institutions. A high grade is necessary if you are to study English at 'A' level.

Subject name:
IT at KS4

For all students, and particularly those not taking either the Information and Communication Technology OCR course or Computer Science GCSE (see elsewhere in this booklet), Information Technology (IT) skills will continue to be delivered through other subject areas in a cross curricular manner. Throughout their courses students are given as many opportunities to develop and improve their IT skills as possible.

Subject name:

Examining Board: Edexcel
Linear course Mathematics (9-1)

MATHEMATICS

Mathematics is a core subject and therefore compulsory. GCSE Mathematics is set to change and will be more demanding for everyone. The volume of the subject content has increased, the demand of the that content is increasing too. The total time for the examinations is increasing from 3½ to 4½ hours. A new grading structure is being introduced, from grade 9 to 1, to replace the familiar A* to G grading scale. In the assessments there's a greater emphasis on problem solving and mathematical reasoning, with more marks being allocated to these higher-order skills. The course will build on the work you have done in Years 7 - 9.

Course Content and Assessment:

There remains the 2 different levels of entry for Mathematics

	Target grades
Foundation level	1 to 5
Higher level	4 to 9

The **actual** work you do will depend on which level you are going to be entered for. All students will follow a course which develops further their knowledge, understanding and skills in **Number**

- Properties and calculation
- Fractions, decimals and percentages
- Measures and accuracy

Algebra

- Notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences

Ratio, proportion and rates of change

Geometry and measures

- Properties and constructions
- Mensuration and calculation
- Vectors

Probability

Statistics

During Year 10, you will have regular assessments based on the work you have covered in class. These assessments will be used to make sure you are entered at the correct level as well as preparing you for tackling the GCSE Linear exam at the end of the course.

At the end of Year 11 there will be three written exams. Two of the papers are calculator and one is non-calculator. All are 1 hour and 30 minutes long.

These assessments will be taken in the summer of 2019

What the course could lead on to:

Mathematics is an essential requirement for almost any job. It is important therefore that you get the best possible grade at GCSE. If you enjoy mathematics you might consider taking it at A Level.

Subject name:

Examining Board: AQA
Syllabus : 4190

**PEOPLE AND COMMUNITY STUDIES:
GCSE Sociology of Belief**

By law, all young people in education are required to undertake Religious Studies as part of their core curriculum. In the P&C department, we believe that high quality RE should be taught in an engaging and challenging way. Students should know and understand the impact of major religions and other philosophies on British lifestyle in a contemporary society.

Therefore, all students in key stage four will study a new course; The Sociology of Belief. This will be traditional Sociology, interwoven with high level RE, PSHE, and Citizenship. The course will be certificated through an AQA GCSE in Sociology.

The course will encompass a wide range of social, moral, spiritual and cultural issues that will enable students to make choices about their future. Within each of the three subject areas, there is a particular focus on personal well-being and relationships.

Economic well-being and careers will be taught in a distinct unit at the end of year 10, when all pupils will learn about key employability skills, managing money and transition to the work place. This will culminate with a mock interview day for all of year 10.

There is also an economic well-being, work related learning and careers input in term one of year 11 that will focus on choices linked to the decisions students will make about their post 16 choices.

- All students take the same examination paper and therefore the highest grades are accessible to all.
- The Sociology of belief 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 a prerequisite for the study of A level courses within People and Community Studies such as Religious Ethics and Philosophy, Sociology, Psychology and stand-alone Philosophy.

Subject name:

PHYSICAL EDUCATION

All students follow a course in Physical Education at Key Stage 4.

COURSE AIMS - Making informed decisions about healthy, active lives.

The course aims to provide enjoyable opportunities for participation in various physical activities conducive to a healthy lifestyle while further developing leadership skills and making informed choices about future participation.

CONTENT:

All students will follow a curriculum, which offers as much choice as possible.

Overcoming Opponents – invasion games, striking and fielding, net/wall games

Hockey, Netball, Rugby, Football, Badminton, Basketball, Volleyball, Tennis, Lacrosse, Handball, Cricket, Table Tennis, Water Polo, Rocketball, Softball and Rounders

Students will play the full recognised version of a competitive game using more advanced strategies and tactics. Improvement of personal performance and co-operation with others will be equally important. An understanding of the rules will be acquired through performance, leading and officiating.

Identifying and solving problems & Performance at maximum levels

This will include competitive swimming, distance events, personal survival, resuscitation and recreational swimming as well as a varied outdoor adventurous activities including use of the climbing wall in small groups where possible.

Exercising safely and effectively: Athletics, Aerobics and Circuit Training

Students will plan, carry out and evaluate a personal training schedule. They will learn how to improve their performance and apply appropriate strategies.

In Year 11 they will have the opportunity to use the Fitness Suite at the Springfield Centre

Accurate Replication

Trampolining: Introduction of trampolining in a safe environment. Practice of the basic skills leading to sequence work. Working towards BTF Awards (Preliminary, bronze and silver) for those who wish to.

TEACHING GROUPS AND CONTINUITY:

Students will learn and participate in mixed ability or pathway groups. The curriculum ensures that students of all levels of ability will be catered for and that the courses offered will provide a stimulus for future participation. Students are expected to continue from key Stage 3 progression and be able to lead and officiate warm-ups, skills based activities and organise games/compositions/sequences from their own knowledge. The use of The Springfield Centre is a particular focus for students, especially in Year 11. All the work covered will be appropriate to developing a healthy, active lifestyle as an adult.

SET 1 and 2 PROVISION

Science (Triple Award)

Subject name:	Examining Board: AQA Biology 8461 Chemistry 8462 Physics 8463
SCIENCE : TRIPLE AWARD	

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.

Set 3, 4 and 5 Provision

Science (Combined Science: Trilogy)

Subject name:	Examining Board: AQA
Combined Science	Syllabus 8464

Specification title:	AQA GCSE Combined Science : Trilogy
Aims/approaches adopted:	<ul style="list-style-type: none"> • encourages students to develop a critical approach to scientific evidence. • explores the implications of science for society • is suitable as a basis for further study of science • aims to develop the scientific literacy needed by every citizen • The Combined Science course provides two GCSEs in Science.
Outline of the content of the teaching units:	<p>The topics for each subject area will include</p> <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</p> <p>The teaching and learning of ‘Working Scientifically’ and practical assessment is integrated into teaching and learning of science content.</p>
Outline of the scheme of assessment:	<ul style="list-style-type: none"> • Six exam papers each one hour and 15 minutes which can be all Higher or all Foundation Tier. • 15% of the marks are questions based on experiments, apparatus and their techniques.
Progression to which Level 3 courses	<ul style="list-style-type: none"> • All Science A Level subjects and BTEC Level 3

**The following pages are the option choices
Students will make 3 further choices from these subjects.**

**It is recommended that all students choose at least one from History,
Geography, Foreign Language or Computing. Also, it is not possible to do
both Art & Textiles.**

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.

Subject name:

Examining Board: AQA

Syllabus Number: 8206

PHOTOGRAPHY

Photography

Who would benefit from this course:

Students who like looking at their surroundings with an 'artistic eye', learning new skills and working both creatively and technically.

Course Requirements:

It is an advantage that Students have their own SLR film camera and a digital camera.

Course Content and Assessment:

The students' portfolio consists of a sustained project. There is an externally set assignment at the end of the course.

The sustained project consists of learning how to use a film SLR camera and the darkroom facilities. Students will also study the work of famous photographers and use this knowledge as stimulus for some of their photographs. A typical theme may be 'Unusual Viewpoints', where they study the work of famous photographers and look around their environment for 'photo – opportunities'; seeing their world in a different light and from a different angle. Students will be encouraged to produce thought-provoking work; showing a high degree of skill, technical knowledge and personally developed ideas using black and white film. Students will also use a digital camera and learn how to use editing software like Photoshop CS6.

The Externally Set Assignment is a similar format to the sustained project, but the themes are set by the exam board AQA. Students have from when the assignment is given out (early January until early April) to take photographs, research and develop ideas and produce working prints. They have 10 hours of supervised time to produce and display their final photographs.

This course is an enjoyable one for the committed, self-motivated and well-organised student.

The structure of GCSE Photography:

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

Assessment for GCSE Photography is at the end of Year 11 when the portfolio provides 60% marks and an externally set assignment provides 40% marks.

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:

An AS or A Level Photography course. Subsequently any Further Education course as part of entry requirements.

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.

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 Textiles course or an equivalent course at college. The course will also lead to career pathways in art and design.

Subject name:

Examining Board: NCFE V.CERT

Syllabus Number: 601/0048/5

BUSINESS STUDIES

V-cert 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 participating in a business/enterprise project in the final synoptic unit (unit 04).

Content Overview

This course consists of 4 units

Introduction to business and enterprise (Unit 01) – This introduces the students to the different types of businesses based on ownership, location, risks and rewards. Students will also be introduced to the idea of planning a business or an enterprise project.

Marketing for business and enterprise (Unit 02) – students will study all factors involved in marketing, from market research to developing the marketing mix, for a successful business. Due to growing trend in social media there will be an investigation on how this has impacted into the world of marketing.

Finance for business and enterprise (Unit 03) – An entrepreneur will start a business to make a profit. This unit will look at the importance of funding start-up costs and managing running costs whilst receiving enough revenue to make a profit.

Plan, develop and participate in a business or enterprise project (Unit 04) – Students will use their skills developed in the previous units to research, plan, set up and run a business/enterprise project

Assessment Overview

The course consists of 4 assessments; students must pass all four assessments to achieve an overall grade for this qualification.

Unit 1 – Internally assessed through assignments based on course criteria

Unit 2 – Externally assessed

Unit 3 – Internally assessed through assignments based on course criteria

Unit 4 – Internally assessed based on the participation and evaluation of a business or enterprise project.

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.

- Sources of finance
- Financial forecasting and analysis

External influences on business activity

- The competitive environment
- Environmental influences and business ethics
- Government and the UK economy
- Globalisation and UK business

Assessment:

This course is made up of three mandatory units. Two units are externally assessed and one unit is internally assessed and externally moderated.

Unit A291 Marketing and Enterprise

- This unit is internally assessed and externally moderated (Controlled Assessment). This involves up to 10 hours on research/data collection and up to 6 hours writing a report.
Weighting 25%

Unit A292 Business and People

- This unit is externally assessed (unseen examination.) This question paper consists of compulsory short-answer data response questions.
Weighting 25%

Unit A293 Production, Finance and the External Business Environment

- This unit is externally assessed (examination based on pre-released case study stimulus material).
Weighting 50%

What will the course lead to

A level Business Studies, A level Economics, apprenticeship and employment in Business.
This course encourages students to develop their understanding of business activities, which will be beneficially in any career path they follow.

Subject name:

Examining Board: OCR

Syllabus Number : J276

OCR 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.

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 40% 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 40% 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 assessed through a controlled assessment task. This will take approximately 20 hours, carries 40 marks and is equivalent to 20% of the overall grade. Candidates create solutions to computing tasks from a set of options supplied by OCR.

For more information on this exciting new course check out the web site at <http://www.ocr.org.uk>

Subject name:

Examining Board: OCR

Syllabus Number : J810

OCR CAMBRIDGE NATIONALS IN ICT

Is this course relevant to me?

Yes! Digital media now plays an increasingly important part in our everyday lives and in the world of work. With OCR Cambridge Nationals, you'll learn how to develop and enhance your skills in the realm of digital media and Information Technology. Skills in digital applications provide a wide range of career options, as well as a route into further and higher education. Most of us are consumers of this media in one way or another. We use mobile phones and send texts. We browse websites, download music files and send emails. We take digital photos, listen to MP3s, watch videos, play computer games and communicate through the Web. We use and apply the technology without a second thought.

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 Cambridge Nationals in ICT have been developed to provide candidates with an introduction to the skills, knowledge and understanding required to prepare for work in the information technology sector. They have also been designed to help candidates develop their personal skills in the areas of team working, career 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

This option represents one option choice and carries an overall grade that is equivalent to one GCSE.

To complete this qualification, candidates will cover 2 mandatory units and two of the optional units. These Units are:

Mandatory Units

Unit 1 Understanding Computer Systems.

This core unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively. Learners will develop their knowledge and understanding of the systems they use both at home and at school and will explore how these same technologies are used by business organisations. On completion of this unit, learners be able to use computers more effectively in a variety of different contexts including home, school and the workplace. Their regard for their own personal data security and for the security of the data of others will be increased and, overall, learners will be more informed users of computers.

Unit 2 Using ICT to create business solutions. This unit complements unit R001. In this unit they will work with 'office' applications software to edit and format/create content to meet specified business purposes. They will learn how to use software tools to handle data and communicate information for a range of business purposes, and how to apply formatting to enhance those documents to suit their purpose and intended audience.

Optional Units

Unit 6: Creating Digital Images. This unit will enable learners to acquire the underpinning knowledge and skills to enable them to create, edit, enhance and save different types of digital images. We live, learn, work and play in a very visual world. Whether we like it or not digital images influence our actions and thoughts - persuading us to buy one product instead of another, instructing us to go this way rather than that, explaining a complicated scientific concept and portraying an emotion or expressing a feeling using powerful digital art. With or without words successful digital images will convey their message effectively so that the viewer receives and understands it - and can then act upon it. On completion of this unit learners will be able to create a digital image that communicates the intended message effectively, meeting the client's needs, and they will have extended their capability within the use of digital editing software packages.

Unit 4: Handling Data using Databases This unit will enable learners to gain the necessary additional skills and knowledge to be able to modify an existing database by adding fields and then to further enhance a database by creating new table structures to produce a relational database structure. They will also learn how to test and interrogate a database. They will understand that a database has to be developed to meet the needs of an individual user or organisation. Database software is one of the most important IT applications programs used by organisations in the 21st Century. Databases are used to store and organise data so that it is easy to find the data again when an organisation or individual wants to do something with the data. On completion of this unit learners will be able to modify an existing database and produce a relational database. They will also be able to create queries to interrogate a database and find specific records and produce reports based on the results of these queries and create a user interface for the database.

Assessment

Unit 1 is assessed through a written paper of one hour.

All other Units are assessed through an internally assessed task that is set moderated by OCR.

For more information on this exciting new course check out the web site at <http://www.ocr.org.uk>

Subject name:

Examining Board: AQA

Syllabus Number: 8585

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.

Subject name:

Examining Board: AQA

Syllabus Number: 8552

DESIGN & TECHNOLOGY

Traditionally this course was divided into separate areas such as Resistant Materials, Graphics and Product Design, but now they are all combined under the one title. If you enjoy designing and making things - this is the course for you. All skills acquired during years 7-9 will be needed, as the GCSE course is a direct continuation at a more advanced level.

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.

Subject name:

Examining Board: NCFE V-CERT

Syllabus Number: 500/8379/X

V- Cert Level 2 Certificate Studies: 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.

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.

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Subject name:

DRAMA

Examining Board: Edexcel

Syllabus Number: 2DR01

Text based performance-20%

Devised performance 40%

Written exam – 40%

What is GCSE Drama all about?

GCSE Drama is about exploring themes, topics and issues affecting today's world. 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 Assessment.

You will apply a variety of Explorative Strategies to practically explore and *create your own* drama scenes, based on a range of stimuli linking to a key theme or issue. Past exam projects have explored The London Riots, Teenage Pressure and The Plague. You will be required to write continuous supporting notes, which will then form a Documentary Response, as part of your assessment. You will perform your final devised piece.

Component Two: 20%

Performance from text

You will use a variety of Drama Mediums to practically explore set play-texts and to enhance your understanding of *plays in performance* through considering their component Elements. You will interpret and explore a performance text, and perform two key extracts from it in groups, choosing all technical and performance elements.

Component Three: 40%

This is an externally set and assessed exam lasting 1hr 30mins.

Section A: You will practically explore a set text in order to be able to answer short and extended response questions. These questions will focus on decisions made as a performer, a director and a designer. An extract from the chosen set text will be provided in the exam paper

Section B: Two questions - Two questions requiring you to evaluate a live theatre performance.

You will enjoy this course if you want to study a subject that is both practical and creative. How you work in a group is as important as your acting skills, so a committed and mature approach is essential. The GCSE Drama course is also an excellent qualification to demonstrate to future employers key interpersonal skills, including: co-operation; listening; problem-solving and team work. Please your Drama teacher if you have any questions.

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.

Subject name:

HISTORY

Examining Board:

AQA

Syllabus Number:

8145

No tiers. 100% exam

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: 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 10 Terms 3 & 4: Restoration England 1660-1685

Students complete a unit of study on the complex economic, religious, political and social changes during the reign of Charles II after the restoration of the monarchy in 1660. Key areas will be:

1. Crown, Parliament, plots and court life.
2. Life in Restoration in England (including the Fire in London and cultural changes).
3. Land, trade and war (pirates and empire).
4. The historic environment of restoration England.

Year 10 Terms 5 & 6: 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 11 Terms 1 & 2: The Cold War in Asia 1950-1975

We examine two 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 11 terms 3, 4 & 5: Revision.

Year 11 Exams: Paper 1 June 2019 USA 1920-1973 and Cold war in Asia 1950-1975 (50% of the final grade) Paper 2 June 2019 Britain and Health and Restoration England (50% of the final grade)

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.

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

Subject name:

MODERN LANGUAGES FRENCH, GERMAN & SPANISH

Linear Exam
Examining Board: AQA
German 8668
French 8658
Spanish: 8698

Who would benefit from and enjoy these courses?

These two-year courses in each of the foreign languages offered will give students the opportunity to study their chosen language(s) for practical purposes as well as providing a foundation for further study. In this world of multi-lingual job opportunities, it is obviously a great advantage for any young person to be able to offer to their employer knowledge of one or more modern foreign languages. Their foreign language(s) would also be an asset on holiday or, more crucially, to help to obtain a college or university place.

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.

What the course could lead to:

A GCSE in a foreign language could, of course, lead on to further study at 'AS' level, 'A' level or at university. It would also prove useful on courses such as Business Studies or Travel and Tourism.

As alluded to above, many universities now prefer a GCSE in a modern foreign language for non-language courses.

Subject name:

MUSIC

**Examining Board:
Syllabus Number:**

**AQA
8271**

Music

Why study music?

*If I were not a physicist, I would probably be a musician.
I often think in music.
I live my daydreams in music.
I see my life in terms of music.
I get most joy out of life in music.*

Albert Einstein (German born American physicist who developed the special and general theories of relativity. Nobel Prize for physics in 1921)

GCSE Music is split into three areas - performing; composing and listening. There is an emphasis on practical work, working individually, in pairs as well as small and whole class groups. Enthusiasm and an interest in music are essential as well as some ability to play an instrument or sing. Some knowledge of music theory would be useful but is not essential if you are willing to do some extra work towards this before the start of year 10 to help prepare you for the GCSE.

Performing (30%)

You will perform a solo and an ensemble piece (both pieces combined should be a minimum of 4 minutes and a maximum of 7 minutes).

Composing (30%)

You will compose two pieces of music. The first composition will be to a brief set by the exam board; the second composition is free choice. You will be given short tasks set by your teacher to help prepare you for these assessments. Both compositions combined should be a minimum of 3 minutes and a maximum of 4 and a half minutes.

Listening (40%)

An exam taken at the end of the GCSE. You will have to listen to several excerpts of music and answer questions. The pieces of music you hear will be unfamiliar but will be from the following four areas of study: Western Classical Tradition 1650-1910, Popular Music, Traditional Music & Western Classical Tradition since 1910. You will also have to answer extended questions and critically appraise set works from two areas of study; these will be the Western Classical Tradition 1650-1910 and Popular Music.

Music is a diverse and creative subject. Music encourages you to take ownership of your learning as there is a significant amount of practical coursework which will help you to be an independent learner as well as improving your time management skills. You will also develop good teamwork and communication skills through your group rehearsal and performance time. By way of broadening your knowledge and experience, GCSE pupils are expected to fully engage in the musical events across the school. Live performances; concerts; trips and workshops with visiting professional musicians are all part of the experience!

What the course could lead on to:

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

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.





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