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Introduction from Mr Keating

Dear Student,

This booklet represents an important milestone in your future. Within its pages you will find a large variety of subjects and courses on offer to you for your final two years at Davison. Much effort has gone into making it both informative and interesting; it is important that you understand where you have choice, and what those choices are, as well as gaining something of the ‘flavour’ of the subject matter and style of working.

Please read this booklet carefully. There are details about subject content, styles, frequency of exams, coursework demands and suggestions about personal study expectations. These details will help you to gain an idea of the work you will be covering and how you will be expected to work. Be careful not to simply choose new subjects for their originality but look carefully at their suitability for you. Try to consider your whole programme rather than look at subjects in isolation. Some subjects complement one another, whereas others may be too close in content and might reduce your flexibility later in your educational/professional journey.

The ‘Pathway’ is offered to you as a personal guide. You may have good reasons to choose a different pathway. This is possible. Whatever pathway you take, you will find variety and flexibility within it. It is likely, that in Year 10, each of you will be on a personal learning programme as there are so many ways of combining subjects in the areas where you do have choice. Many of you will find it difficult to make choices. It might be wise to take ‘AIM’ to help you.

A = your Ability in a subject.  
You will do well if you work to your particular strengths.

I = your Interest in a subject.  
This will sustain you through hours of homework and revision.

M = Motivation to achieve.  
Will this subject be required for your possible future career?

One or all of these are good reasons for choosing a subject. The worst reason is because your friend or relative did it! After all, it is you who will do the work!

Finally, remember that there are many people who can help you make good decisions. Talk about your possible choices with your parents. Discuss them with older pupils who might be well informed from having taken the subject. Be sure to seek a balance of views. Talk to your teachers, particularly your form tutor who will have an overall view of your talents. Look into the future, asking what any one subject might lead you towards at college and beyond. Above all, do not be anxious about the decisions. There are very few choices that will prevent you from following a future path, even if you change your mind.

So…

Decide positively. Expect to succeed. Take responsibility for your future!
About this booklet…

Hopefully you will find it: HELPFUL INFORMATIVE PRACTICAL

But above all:

INTERESTING – because YOU are investing your time and energy for the next two years – the next ‘Key Stage’ in your school life and you need to make some important decisions. It’s a very important two-year period for several reasons:

- What you achieve in the next two years WILL affect your choices later on
- You now have far more responsibility for your own learning and progress than you ever had before
- You are able to make some choices within the curriculum
- You will have to consider your own priorities seriously
- Your whole attitude to ‘school’ will need to become increasingly more mature and focused
- You will be learning much more about yourself and how to handle situations
- Some of you will be called to lead others and ALL of you will be examples for younger pupils
- You will be prepared and ready to move on to further education or employment at the end of it
- Your relationship with staff changes – you will want to work far more closely WITH your teacher to reach your potential.

Key Stage 4 is NOT about collecting as many qualifications as you can – the quality of your qualifications is far more important. Universities (if you were considering applying later) are more impressed with grades than with the number of subjects taken – you will be offered more than enough within your timetable! Employers are more impressed with how relevant and useful your subjects are, rather than how many you have!

All Colleges (16-18) ask for 5 GCSEs as a minimum entry requirement. Everyone knows that qualifications are not the only things needed for success in life – common sense, reliability, a willingness to learn, team spirit, communication skills, leadership qualities, time management, commitment, initiative, personal organisation… the list is endless – but don’t worry, your KS4 programme is designed to give you opportunities to build on these!

Remember….we all want you to finish KS4 on an extremely positive note; thrilled with what you have achieved and excited about moving on.

Mr C Keating
Headteacher
Students will choose their options using SIMS Options online this year and their options booklet will only be available as a pdf (on the Davison website and via SIMS online).

Student will receive an email with set up instructions for this and will use their Office 365 school log in to access their options form.

**Link for SIMS online below:**
[https://www.sims-options.co.uk](https://www.sims-options.co.uk)

The information from the options evening and assembly is available on the Davison website under For Students/Key Stage 4 Options via the red links.

The timetable for the options process is:

1. **Students will be spoken to in PD lessons re Option Choices and Career choices.**

2. **10th January – DEAR time assembly in the hall.**
   - Presentation on GCSE Media Studies & DT GCSE

3. **11th January – Lesson 3 - Options Launch Assembly – A presentation by Mr Davies in the hall on the Options Process.**
   - Presentation on Child Development & Travel and Tourism

4. **18th January – Year 9 Subject Consultation Evening**

5. **1st February – Year 9 Options Evening – This will consist of a presentation in the hall (in year halves) and the opportunity for students and parents to speak to subject leaders.**

6. **21st February – Deadline to complete your online Options**
   - Between 21st February and Easter, Mr Davies will speak to students whose choices may not be running or for whom there are clashes.
CORE SUBJECTS
Citizenship Studies

In GCSE Citizenship Studies you will acquire and develop the knowledge and skills needed to be a truly informed, responsible and active member of society.

Quote from a student:

‘I like the fact there is no right or wrong answer and you can express your opinion’

The four themes that you will study are:

- **Active Citizenship** – this is where you will work either individually or within a group to investigate, research and collect information about a specific issue. Your active citizenship work will be examined in one of the final exams and will contribute 15% of the final marks.
- **Life in Modern Britain** – you will learn about your identity within the UK, the reasons for migration, the UK’s cultural diversity as well as the role, rights and responsibilities of the media. You will also consider the UK’s role within international organisations such as NATO, the UN and the Commonwealth, discuss the benefits and problems associated with the UK’s foreign aid programme.
- **Rights and Responsibilities** – you will learn about the role and powers of the police, how criminal and civil law courts work and different types of crime and punishment. You will also learn about human rights and international law.
- **Politics and Participation** – you will learn about different types of government, e.g., dictatorship and democracy, how and why it is important to vote, different types of elections, how an MP is elected and what their role requires, the role of the Prime Minister, a look at the Houses of Parliament and how ordinary citizens can bring about change.

To be successful in GCSE Citizenship Studies, you should be able to:

- work cooperatively as a member of a group of students by sharing ideas and committing to your fair share of work
- contribute confidently to discussions during lessons
- have a passion for exploring and getting involved in current local, national and global issues
- write fluently detailed and well explained responses

Is GCSE Citizenship Studies for me?

It is if you are:

- able to speak out and share your views
- are able to come up with lots of creative ideas
- are passionate about making change for the better
- keen to work well with other students in groups
- aware of current local and global issues
Examination Specification:
We will be studying the AQA GCSE Citizenship Studies.

Examinations:
There are two exams, each one lasting an hour and three quarters in May or June of Year 11.
Some of the questions will require short answer responses and some with require longer and more fully developed responses.
Each exam is worth 50% of the GCSE course.

How can GCSE Citizenship Studies help me in my future?

It is an excellent preparation for studying Law, Politics, Sociology, Criminology or Business at ‘A’ level and at university.

It shows 6th form colleges and employers that you are able to share your views and express your ideas clearly in writing.

It is helpful if you wish to work in public services such as the police or the Armed Forces.

It gives you opportunities to use your initiative and to work as part of a team.

Quotes from current students:

‘In Citizenship Studies, you can learn about all types of things, such as law, which is useful for the future’.

‘Before Citizenship Studies, I didn’t know much about how our country works. Now I know more than my grandad!’
English Language and English Literature (Dual Certificate) GCSE

English is for everyone at Key Stage 4 and everyone in Year 11 will follow the dual certificate English and English Literature GCSE course – it is not an option! The course is assessed through exams only and these take place at the end of Year 11.

The two courses are taught alongside each other and will give you the experience of reading and responding to a wide range of texts from our literary heritage. You will also have opportunities to write creatively and explore different styles.

The English department are looking forward to planning and delivering lots of exciting and engaging activities to ensure you leave Davison with a love of reading and writing.

**English Language Exams:**

**Paper One:**
Explorations in creative reading and writing

In this paper you will read and respond to a literary text and then write your own creative piece inspired by what you have read.

**Paper Two:**
Writers’ viewpoints and perspectives

In this paper you will read non-fiction literary texts from different time periods and consider how viewpoints are presented. You will also write a piece giving your own perspective on the topic you have read about.

**Speaking and Listening Assessment:**

The assessment will be separately endorsed and does not go towards the final GCSE grade although your speaking and listening result will be on your certificate.

You will give a presentation in a formal context on a topic of your choice.

**English Literature Exams:**

**Paper One:**
Shakespeare and The 19th-century novel

In this paper you will answer a question on a Shakespeare play from the following list:

- Macbeth
- Romeo and Juliet
- The Tempest
- The Merchant of Venice
- Much Ado About Nothing
- Julius Caesar
You will also answer a question on a 19th Century novel from the following list:

- Robert Louis Stevenson *The Strange Case of Dr Jekyll and Mr Hyde*
- Charles Dickens *A Christmas Carol*
- Charles Dickens *Great Expectations*
- Charlotte Brontë *Jane Eyre*
- Mary Shelley *Frankenstein*
- Jane Austen *Pride and Prejudice*
- Sir Arthur Conan Doyle *The Sign of Four*

**2: Modern texts and poetry**

Paper Two:

- Modern texts
- Poetry
- Unseen poetry

**Section A**

You will answer a question on **one** of the following texts in this exam:

- J.B. Priestley *An Inspector Calls*
- Willy Russell *Blood Brothers*
- Alan Bennett *The History Boys*
- Dennis Kelly *DNA*
- Simon Stephens *The Curious Incident of the Dog in the Night-Time* (play script)
- Shelagh Delaney *A Taste of Honey*
- William Golding *Lord of the Flies*
- AQA Anthology *Telling Tales*
- George Orwell *Animal Farm*
- Kazuo Ishiguro *Never Let Me Go*
- Meera Syal *Anita and Me*
- Stephen Kelman *Pigeon English*

**Section B**

You will answer a question comparing two poems from a selection of 15 poems which you will study in class. These poems will be linked by theme and will be both modern and pre-1914.

**Section C:**

You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
Mathematics GCSE …
...Is For Everyone!!

Seriously, you can’t choose not to do maths at Key Stage 4 – it is a statutory requirement. So let’s look to see ‘what’s in it for you’.

Maths is all around you and you can’t stop it happening! You handle cash most days, walk on intricate paving, look at a clock, walk up a set of stairs, catch a bus, work out the value of money, look in a mirror, sit on a chair. However and whenever you travel, the design and operation of your journey will have involved maths. Astronomers reach for the stars with maths. Mathematicians sorted out the double helix of DNA and wartime code-breakers, using maths, saved thousands of lives! When you are older, you might be filling the tank with petrol, buying carpet, getting the best deals, wallpapering, changing nappies, putting on a party, having a holiday….maths will always be with us at home and at leisure, never mind in our professional lives!

You can really get fascinated with numbers, shapes and patterns, you start seeing them in all sorts of places – starting with snowflakes, then moving up the scale to buildings and bridges. Maths provides opportunities to communicate anywhere in the world in a universal language – no translations needed! It genuinely helps with thinking skills, problem solving techniques and quantifying skills – three things you definitely need in life.

This is why numeracy is considered to be so vital for everyone and why maths is a compulsory subject all over the world, which incidentally, is spinning at a constant speed of …...

Mathematics………..looking ahead

The entry requirements for the majority of courses post-16 include Maths at GCSE. If you really enjoy your Maths, you can carry on with the subject post-16 at any college. Some of the courses, which may interest you include:

- A/S and A2 Mathematics/ Further Mathematics
- A/S and A2 Statistics
- Some colleges also offer Applied Maths and Pure Maths

There is also a considerable amount of Maths in:

Quirky Quotes:
“My dad still doesn’t believe that 1.9 recurring is equal to 2!” (Year 10 pupil).

“That’s cool!” (Year 11 pupil on seeing proof of angle theorem).

“I’m glad I was encouraged with my Maths – I never thought I was much good but now I’ve got much more confidence” (Year 10 pupil).

“I’m really excited by my maths and I’m enjoying the A/S work – we get quite carried away and the time flies” (Year 11 pupil).
“That’s brilliant! I’ve never seen it done that way before!” (Maths teacher).

**Mathematics info sheet**
During Year 9 all students were learning elements towards their GCSE mathematics course as well as their Key Stage 3 topics. We are following a linear specification course and it will incorporate mathematics that is relevant and necessary for the world of work. It will incorporate elements of Functional Skills as well as the elements expected in any GSCE mathematics course. Tier of entry decisions are made in the January of year 11.

**Examination Board:** Currently AQA

**Entry tiers:** Higher (grades 9 to 4) and Foundation (grades 5 to 1).

**GCSE grade:**
- A linear specification assessed through 3 final 1 ½ hours exams which are taken in June of Year 11. Two of the papers require a scientific calculator to complete them.

**Course content:**
- Number
- Algebra
- Ratio, Proportion & Rates of Change
- Probability
- Statistics

**Homework**
Homework is rarely expected to be completed for the next day. You will usually be allowed 2-3 days, so you need to plan carefully. You need to spend around an hour and a half on your Mathematics homework but may need to top this up to two hours at times! Some homework will be set using the on-line homework on the Mymaths, Method Maths or PiXL websites.

**Teaching and Learning**
For Maths GCSE, you will be taught in ability groups. The teaching will be mainly class lessons with opportunities for collaborative work, discussion and small group work. You will continue to develop the good practices used at KS3. The use of computers, particularly spreadsheets, is important. **All students need a scientific calculator**, which are inexpensive if bought from the Mathematics Department and can be purchased online through the school website.

**Monitoring**
Your teacher will be able to look at what you are doing during lessons and give guidance and advice. Your work will be routinely marked and will be annotated with helpful comments on how the work could be improved. You will have green comments to tell you what you have done well and amber comments to give you further advice and guidance. **You** will also routinely monitor your work by assessing your understanding at the end of lessons with your own GAR comments. You will colour code a topic list for your course to help you when it comes to that all important revision time. At the end of each half term you will be assessed on the topics you have learnt.
**Websites**

At present the school subscribes to three websites –

**www.mymaths.co.uk**. There is a generic login and password given to you by your maths teacher. You will be provided with your own additional login and password. This will enable you to work on your own and help to reinforce any ideas met in the class.

**www.methodmaths.co.uk** You will be provided with a login and password to access the many hundreds of exam questions and many exam papers.

PiXL Maths app (which can be used on any type of device) The school ID is DV3419 and you will be given a personal login and password to access many resources that will help support your learning.

Other recommended sites are [corbettmaths.com](http://corbettmaths.com), [www.mangahigh.com](http://www.mangahigh.com) and [www.bbc bitesize.co.uk](http://www.bbc bitesize.co.uk) which provide valuable support at all levels.

**Equipment needed**

You will be provided with an exercise book, tracing paper and graph paper etc, but you do need a good HB or H pencil (and sharpener!), scientific calculator, ruler, colours and a few plastic wallets. You must have your own geometry equipment and calculator for all lessons and more importantly for all exams/ internal assessments.

**Calculators** – presently about £4.60  
**Geometry sets** – presently about £1.20
Religious Studies GCSE

“Religion is everywhere in life. RS is about people, what they believe affects how they live and behave. Mankind has asked questions about the meaning of life since the beginning of time, you have the opportunity to explore these questions. That’s big stuff!”

Ms Lewis

Religious Studies will help you to explore religion and belief and reflect on fundamental questions that people ask, such as:

How can we be a family?
Why and how do people follow a faith?
Aren’t all religions the same?
Should we always forgive?
How do we explain human suffering and injustices?

Why choose Religious Studies?
The subject will enhance your social and cultural understanding locally, nationally and in the wider world. It will give you the opportunity to reflect on your own values, opinions and attitudes, it is not about making you “religious”. It is about enabling you to think for yourself about beliefs and moral issues. It will teach the concepts of TOLERANCE and UNDERSTANDING. And how to interact with people without fear or prejudice. Religious Studies does all this and makes learning relevant to everyday life.

You will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that will promote awareness of modern-world issues and engagement within the classroom.

“Even though I don’t have my own religious beliefs, religion and life issues never go away. You never know when you will need to help, understand or advise somebody you love and care for. This is your chance to gain an understanding and have fun whilst doing it.”

Mr Dineen

Course Content

1. You will study two of the six main world religions- Christianity and Buddhism. As part of this study you will explore:
Beliefs
Teachings
Practices
You will have one written exam based on this content. 1 hour and 45 minutes. (50% of GCSE)
2. You will study four philosophical and ethical practices. As part of this study you will explore:
   Relationship and families
   Religion and Life
   Religion, peace and conflict
   Religion, crime and punishment
You will have one written exam based on this. 1 hour and 45 minutes. (50% of GCSE)

"Whether you are religious or not, it is important that we understand the communities that we live in. The more people know about faiths currently thriving in Britain the more likely we will be to embrace our multicultural society."

Mr Mason
Science

**Combined Science:**

This is worth two GCSEs and will be the Science qualification taken by the majority of students at Davison and nationally. It is a Core Subject that all students have to take at Davison, unless they take Triple Science.

There is no coursework or controlled assessment in lessons and all the marks that count towards the final grades come from six exams at the end of Year 11 - two in Physics, two in Biology and two in Chemistry. Each exam is one hour and fifteen minutes long. There will be questions in these final exams that assess practical work that the students will do in lessons.

2018 will be the first year that students will be awarded grades 9-1 (*see below). Sixth Form Colleges are likely to require 66 in Combined Science for students to be accepted on Science A’ Level Courses.

**Triple Science:**

Triple Science is ONE Option and has the same content and curriculum time as Combined Science, plus half as much again and students will achieve three GCSEs – Biology, Chemistry and Physics.

The assessment system is the same as for Combined Science, except the examinations are one hour and forty-five minutes long.

Sixth Form Colleges are likely to require a minimum of 665 in Triple Science for students to be accepted on Science A’ Level Courses.

Students opting for Triple Science must really enjoy Science. Also, their Year 9 teacher(s) will need to confirm that they have the potential to achieve at least grade 6 in Science GCSE’s. Triple Science is particularly helpful to students who continue with Science at Sixth Form College and beyond, although Combined Science is also an acceptable route to A’ Level.

*Combined and Triple Science GCSEs will be graded 1-9, with 9 being the highest, instead of A*-G as at present.

Students should speak to their Science teacher(s) and/or come to Options Evening for more information.
OPTIONS SUBJECTS
Art & Design GCSE

Do you feel excited with a huge blank piece of paper?
Do you love spending time drawing?
Do you doodle?
Have you been known to fiddle about subconsciously, making 3D abstract shapes and designs with anything lying around, whilst talking to family or friends?
Do you love experimenting with different art materials?
Do you drift off to sleep, imagining how you could ‘decorate’ your bedroom wall, or change your curtains?
Do you get excited about colours?
Are you tactile? (look it up!)
Can you make things happen?
Do you take pleasure in the shapes, colours and textures in nature and everyday things?
Have you ever appreciated patterns of light and shade, reflections in water or on other surfaces?
Do you watch clouds?
Can you be subtle with colour, as well as bold?
Well, if you have answered a resounding ‘YES!’ to most of this, then Art and Design is for you, as long as you can motivate yourself, because the willingness to USE your creativity comes only from you!

You will have many opportunities to explore 2D and 3D techniques, use a variety of different materials, work on a group community project (if available), study the work of other artists, research and experiment with media, undertake observation studies…and produce a stunning portfolio to show how you have developed all your ideas and creations!

Is it for you?

If you have a keen interest and a definite ability in the subject already, you may decide to take the GCSE. Looking ahead, if you really feel that this is where your main career ideas lie, then you will have the opportunity to progress further with Art & Design, as long as you have an impressive portfolio of work. Worthing College offer A level Art & Design in a range of art and design areas. Or you can apply for a full-time BTEC National Diploma course at Northbrook (or elsewhere) in Fine Art & Design, Fashion & Textiles, Interior Design, 3D Design, and more. Students who wish to study make-up, hairdressing, floristry, photography, digital media are often asked to take a portfolio of work to interview and find that their art portfolio is invaluable as it shows their creative and practical skills.

Whatever you decide to do, Post-16, you will be confident using a range of art materials, familiar with the technique of keeping a sketchbook and portfolio and very organised for any practical working situation.

Vocational paths and occupations for which GCSE Art & Design is very useful include: Gallery or Museum work, Graphic Design, Artistic Director, Illustration, Fashion/textile design, Hairdressing, Floristry, Make-up artist and Art teacher.

Beyond 18, you can apply for a B.A. Hons course at University in Graphics, Design, Fine Art, Contextual Studies, History of Art – which could lead on to jobs in specialised areas or a teaching qualification.

“Art and Design GCSE is a fantastic experience – it brings out more creativity than you thought you had – and you get a real sense of achievement, seeing your work on display around the school or at the posh ‘Private View’!”
**Homework**
Every piece of class and homework counts towards your coursework. You will be expected to spend a minimum of 90 minutes a week on your Art. An example of a piece of homework would be to find a metallic object and make a tonal drawing of it, focussing on the distorted reflections you see. Another might be to find two examples of contrasting still life paintings and make an A3 presentation comparing styles and subject matter.

**Assessment**
All marking is based on the GCSE criteria. Informal assessment takes place every lesson, as your teacher will give advice and guidance on your work. At the end of the unit, the whole project will be formally assessed, graded and discussed with you.

**Extension opportunities**
Everyone is welcome to come to the weekly Art Club to spend more time on their pieces.

**Equipment needed**
Set of Acrylic paints – you can manage with primary colours plus black & white.
Drawing pencils (B, 2B, 4B).
Box of oil pastels.
Set of brushes – not sable, nylon are best – rounded head, sizes 2, 4 and 6.
Access to a camera will be very useful.
Plastic folio so that you can transport your art work from home to school.
If you decide to take this subject as one of your options there will be an opportunity at the beginning of year 10 to purchase the above equipment through the school. We are able to buy in bulk at discounted prices so we are able to offer a GCSE art pack more cheaply than it can be brought in the local shops.

**Art & Design Info sheet**

**Exam Board**
AQA (No different entry tiers)
60% Coursework (3 units)
40% Controlled Test (practical exam)
The final exam paper is issued 4 weeks prior to the exam date in order that you can prepare! The exam is 10 hours – 5 hours of ‘normal’ lesson time and a whole day. It is assessed in the same way as the coursework but must be done entirely on your own. There will be a choice of 7 themes, or starting points – you choose what to do and the materials to do it with.

**Course content**
Unit 1: Sept – Feb; Unit 2: March – July; Unit 3: Sept – Dec
Use of general range of media – including charcoal, pastels, paints of all kinds, inks, dyes, clay, wire… the list is endless!
Introduction to a variety of processes – this is very much a ‘one-to-one’ as each girl will need different guidance, according to the effects you want to achieve!
Experimentation with different techniques to build on those learned at Key Stage 3.
Critical studies of a selection of artists’ work.
Subject-specific vocabulary.
The spring term of Year 11 will be used for the Controlled Test, followed by a period of time in the summer term to top up coursework units.

**Key Points**
- Year 10, autumn term visit to a Gallery
- Year 11 visit to a Gallery (again, autumn term)
- Beginning of July in Year 11 – exhibition of GCSE work
Child Development

Cambridge National

We were all little once! Some of us can still think like children and ‘get on’ with them – some of you babysit and look after younger relatives. People may have said that you are ‘good with children’ – but it’s one thing to enjoy a child’s company and be good at entertaining them and quite another to undertake an academic study into Child Development - there is a great deal of theory and written work as well. You are not expected to know all about babies and small children already – but you must have an interest in them, and like them, of course!

If you:
✓ Enjoy being well-organised and working with children
✓ Like doing personal research and working on individual projects
✓ Are interested in the sociology behind family life
✓ Are keen on biology
✓ Would like the opportunity to volunteer at a nursery

Then:
You will enjoy finding out about the ways in which we have all grown up.
All sorts of practical and creative things come into the course – like menu planning, cooking for a child and learning how to change a nappy. The course, though, is not considered to be a practical subject and contains a great deal of theory. There is a certain amount of Science when studying conception, pregnancy and birth for example, or methodically logging observations of a child’s reaction or behaviour.

Assessment of the course
The Child Development course is a Cambridge National Level1/2 qualification with the qualification awarded at pass, merit, distinction or distinction* level.
The course will be assessed with a 1 hour and 15 minute written paper (50%) and controlled assessment (50%)
The course will cover the following topics

Written paper: Health and well-being for child development

Controlled assessment: Understanding the equipment and nutritional needs of children from birth to five years and understanding the development of a child.
Is it for you?
This course is for students who enjoy working with and studying young children. It is for those who are considering a career where knowledge of the development of a young child could be useful for example teacher, nurse, midwife, doctor, nursery nurse, child care assistant, nanny, child psychologist, play therapist, police officer, family liaison officer and many more. As well as helping to prepare you for your career, this course aims to equip you with information and advice for “when and if” you decide to become a parent.

Many of our Child Development students have gone on to study related courses at local colleges, including:

A Level Biology
A level Psychology
A Level Sociology
Applied A levels –Health and Social care
BTEC Health and Social Care Level 1, 2 and 3
Cache Certificate– Child care and Education 2 and 3
Cache Certificate –Caring for Children level 1 and 2
Apprenticeship in Childcare
Computing GCSE

About the course
This exciting GCSE gives pupils an excellent opportunity to develop their understanding of current and emerging technologies and how they work, acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts, as well as develop computer programming and problem-solving skills. The course includes some fascinating in-depth research and practical work.

Qualification Assessment

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Assessment method</th>
</tr>
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| Component 01 - Computer Systems   | • Systems architecture  
• Memory  
• Storage  
• Wired and wireless networks  
• Network topologies, protocols and layers  
• System security  
• Systems software  
• Moral, legal, cultural and environmental concerns | Written paper 40% of the qualification  
Question paper that includes a mixture of short and long answer questions. |
| Component 02 - Computational     | • Algorithms  
• Programming techniques  
• Producing robust programs  
• Computational logic  
• Translators and facilities of languages  
• Data representation | Written paper 40% of the qualification  
Question paper that includes a mixture of short and long answer questions, some of which will require candidates to write program code. |
| Thinking, Algorithms and          |                                                                           |                                                |
| Programming                       |                                                                           |                                                |
| Component 03 - Programming Project| • Programming techniques  
• Analysis  
• Design  
• Development  
• Testing and evaluation and conclusions | Controlled assessment 20% of the qualification  
Candidates create solutions to computing tasks from a set of options supplied by the exam board. |
Why take this course?

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you could have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means that there is likely to 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 use the skills you will develop, especially where they’re applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

This course can also be used to contribute towards a Triple Science Qualification.

For further information please see: MR C BOSWELL or MRS R CARTER
Creative Textiles GCSE

If you are creative and imaginative, love making things from fabrics and threads, enjoy experimenting with plastic and paper and enjoy being challenged to do something just a little bit different, then this is the GCSE course for you!

The Creative Textiles course develops further the skills you have been taught in Years 7, 8 & 9 Creative Textiles and is very much an Art based course. It is very different from Design Technology Textiles which has more focus on fashion and industrial processes.

Creative Textiles is also different as there is no written exam in year 11 and all course work is practical with a minimal amount of written work throughout the course. The full title of the course is AQA Art and Design Endorsed Textiles and it is a particularly good choice if you want to be creative and enjoy Art and Design but do not feel very confident at drawing and painting. Whilst we do Art activities in Creative Textiles it is very experimental, concentrating on colour, texture and pattern.

This course gives you a unique opportunity to develop your Art skills, produce quality Creative Textiles and, providing you complete your coursework and PST, achieve a good GCSE grade.

As with other GCSE subjects you will have 5 hours per fortnight and a timetabled Flexi day in both year 10 and year 11, which will allow you to explore more complex Textile techniques, spend time on course work or even go on trips to museums, Art galleries or places of interest to inspire your Creative Textiles work.

You will be expected to complete 2-3 pieces of coursework during year 10 and 11 and will also have your controlled assessment in year 11. In total you will have 3-4 projects which showcase all the Creative Textiles techniques and Art skills you have been taught. Alongside your practical work you will also look at and be inspired by a variety of contemporary textile designers and artists.

The themes for each project or unit of work are

**Unit 1 - Plants & Natural forms.**
Transfer printing with plants and found materials, digital sublimation printing, machine embroidery, entrapment with plastics, creative fabric & paper collage.

**Unit 2 – Architecture & Decay.**
Fabric manipulation techniques, stitch, print effects, applique, and hand and machine embroidery.

**Unit 3 – Everyday Objects.**
Screen printing, mono printing, embellishment, applique, stitch & hand embroidery.

All work is presented in A3 sketchbooks, recycled books or A2 sheets, most of the materials, fabrics, threads and specialist resources are provided by the Creative Textiles department.

Packs of fabrics can be purchased for your project work at a discounted price. Creative Textiles is fantastic choice for those of you who are considering any Art or Fashion based course at college and indeed many students continue their studies onto university.

Students who have studied this course in the past have gone into careers in fashion & textile design, structural textile design, millinery, footwear design, and knitwear design, fashion forecasting, interior design, Fashion and Textile marketing and, of course, teaching.
Why GCSE Dance?
Your GCSE options are studied for 2 years and need to be something you enjoy and look forward to in your timetable. You may or may not want to pursue Dance as a career choice in the future but dance is subject of many skills, it can show your future college and employers, that you have an extended skill set that not only is creative but also academic. This important balance allows you to develop not only your knowledge and understanding of dance but also your skill set as an active member of any community.

You do not need to have dance lessons outside of school to do GCSE Dance but you do need to be confident in your own performance ability and be willing to develop your own dance technique or how you create movement. Likewise, if you are a dancer, you will need to be able to show your knowledge and understanding theoretically as well as in performance.

Dance is an opportunity to develop your creative and interpretive skills as well as nurture your skills and technique as a performer. Our course is practical but does have an exciting theoretical component. You will learn analytical skills through observation and analysis of anthology works, gain confidence in your own ability as a performer and develop leadership skills and organisation through choreography.
You will have to be prepared to fully commit to this course as many hours of rehearsals are needed for your practical work!

Dance info sheet
Exam Board:
AQA (no tiers of entry)

How the GCSE grade is currently compiled:
Internally marked and externally moderated

Component 1 - Performance and Choreography
Performance (2 solo’s and 1 trio piece both assessed in Year 11)
• 30% of GCSE
• 40 marks

Choreography (Group dance that you create based on set stimulus from the exam board - assessed in Year 11)
• 30% of GCSE
• 40 marks

Total component 60%

Component 2 - Dance appreciation
What’s assessed
• Knowledge and understanding of choreographic processes and performing skills
• Critical appreciation of own work
• Critical appreciation of professional works

How it’s assessed
• 40% of GCSE
• Written exam: 1 hour 30 minutes
• 80 marks

Course Content:
• Ways into choreography
• Contemporary technique classes
• Observation and analysis of the 6 anthology works
• Explore the 6 anthology works practically
• Dance form and structure
• Sophisticated approaches to choreography through various art forms
• Performance work
• Analytical studies

You will be expected to commit yourself to extra-curricular performance pieces which will involve extra rehearsals.

Assessment expectations:
Assessment for your GCSE will be ongoing throughout the two years. You will have theory work to do and homework is set throughout the course. The coursework deadlines are all before Easter of Year 11.

Style of teaching:
Sometimes you will be involved in group work, sometimes individual improvisation. You will have the opportunity for plenty of research and be taught how to observe and analyse work – your own as well as professional. Your teacher will cover the theory work related to your practical pieces and provide you with the information you need.

There will be opportunities for class discussion too. All lessons will be based in the Dance studio.

Key events:
In addition to the extra-curricular performance pieces, you will be given group compositional tasks. The main pressure points come in Year 11 with the group choreography – organising your rehearsals, getting your dancers together and practising for your performance.

The exam paper:
The written exam is 1 hour 30 minutes long and work 40% of your final grade. It involves short answer questions on the dancer in action and two named professional works.

Homework:
Sometimes your homework will be to rehearse a group or solo piece. You could also be set questions dealing with your comparative studies, some research, learning or practice exam questions.

Monitoring progress:
GCSE criteria is used for marking practical work right from the start – but in Year 10 the marks will be fairly generous to encourage you! Your teacher will discuss your work and advise you, setting you specific targets. In Year 10, performance and choreographic skills are dealt with separately, and then assessed together in Year 11.

Progression:
If you seriously want a career as a professional dancer, you need to be involved already in private dance lessons with a local dance school – they will be able to advise you on auditions and applications for specialist dance schools which would suit you, post-16. Most girls who take GCSE dance, however, choose it just because they enjoy dance. Some want to take it further and choose A-level dance alongside their other A-level choices at college. Some choose to do a full-time ‘Performing Arts’ course at Northbrook, Lewes or Chichester. This GCSE is valuable if you are considering any career in dance, music or theatre, or wish to continue dancing as a leisure activity or in amateur productions. GCSE dance is an excellent course to support the career development of Art Photography, Technical and Stage management and Costume design.

Equipment needed:
Complete dance kit – every lesson. An A4 file, a pen and a smile!
Design & Technology

Taking this course leads onto:

Theatre & Costume design, Product design, Fashion or Engineering courses offered at Worthing College, Northbrook College, Chichester & BHASVIC

Design and technology is part of everyday life and is constantly evolving.

Our qualifications focus on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes.

They’ll learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication.

The new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes.

Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others’ needs, wants and values.

Why choose GCSE Design and Technology?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world.

Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.
What Material skills do you cover?

The emphasis will be on designing and making products that fit a need and a purpose so the practical skills are wide and varied depending on what is trending at present or what problem needs solving.

In Yr 10 students carry on from KS3 covering base skills in Wood, Metal, Plastic, Electronics, Graphics and Textiles and take on a higher skill base in Textiles application and learning the syllabus as laid down by AQA.

Course content:
Exam 50% & Controlled assessment 50% (NEA)

What’s assessed?
• Core technical principles
• Specialist technical principles
• Designing and making principles

How it’s assessed?
Written exam: 2 hours
• 100 marks
• 50% of GCSE

Questions
Section A – Core technical principles (20 marks)
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
Section B – Specialist technical principles (30 marks)
Several short answer questions (2-5 marks) and one extended response to assess a more in depth knowledge of technical principles.
Section C – Designing and making principles (50 marks)
A mixture of short answer and extended response questions.

Coursework
No exam assessment (NEA) 30 – 35 hours approx. in lesson time, mostly in Yr11.
• 100 marks
• 50% of GCSE tasks
• Substantial design and make task

Assessment Criteria:
• Identifying and investigating design possibilities
• Producing a design brief and specification
• Generating design ideas  Developing design ideas  Realising design ideas
• Analysing & evaluating
• Students will produce a prototype and a portfolio of evidence
• Work will be marked by teachers and moderated by AQA
GCSE: Food Preparation and Nutrition

If you have a passion for cooking and want to develop your knowledge and skills in the kitchen, this is the course for you. This GCSE in Food Preparation and Nutrition equips you with the knowledge, understanding and skills to be able to feed yourself and others better. You will develop practical cookery skills and techniques while exploring the underlying principles of food science, nutrition, food traditions and food safety. Heston Blumenthal’s support will inspire you to be inquisitive, creative and confident cooks.

The four main areas of study covered in this GCSE are:

A – Nutrition
B – Food provenance and food choice
C – Cooking and food preparation
D – Skill requirements - Preparation and cooking techniques

Assessment

Component 1: Food Preparation and Nutrition (01)
Written examination: 1 hour 30 minutes
50% of qualification
Learners will be expected to answer questions based on the four areas of content (A, B, C, D)
There will be: ten compulsory questions and free response questions; some questions that include stimulus material; synoptic questions are included.

Component 2: Food Investigation Task & Food Preparation Task. Non-examination assessment: internally assessed and externally moderated
50% of qualification
Assessment 1: The Food Investigation Task (15%)
A scientific food investigation which will assess the learner’s knowledge, skills and cooking of food. A report of 1500 – 2000 words will be produced.
Assessment 2: The Food Preparation Task (35%)
Prepare, cook and present three dishes within 3 hours and plan in advance how this will be achieved. Photographs and written evidence of work showing planning, preparation, cooking and presentation are submitted.

Written exam (Yr 11 Summer term)
Investigation task (Yr 11 Autumn term)
Food preparation task (Yr 11 Spring term)

These assessments will be based on a choice of tasks released by OCR annually.

We cook every other lesson and you will have the opportunity to learn the above content in a hands on practical way. We learn how to make Bread, Pasta and a range of different types of pastry, such as Choux and Puff pastry. We also explore food through tasting, carrying out investigations and sensory analysis.

You will be given some recipes to cover specific areas of the learning content, however you will also have many opportunities to choose the dishes you would like to make and adapt recipes to meet certain briefs.

Some of the dishes we have made include: Lemon meringue pie, Curry with naan bread and rice, Homemade pasta and sauce and Homemade Jaffa cakes.
OCR Food preparation and nutrition GCSE could lead to careers in:

- Catering and hospitality
- Restaurant design
- Food safety and hygiene
- Nutrition
- Sports science
- Childcare
- Food styling
- Bakery management
- Molecular gastronomy
- Urban farming
- Food critiquing

A big part of the course is learning about the food industry so we organise Food trips during year 10 to support this content. We recently spent a morning in ‘Guiseppe’s Lite’, the gelato makers in Worthing, where we learnt the art of making artisan Gelato and enjoyed many tasters! We even got to bring home a tub of our own homemade Gelato! We also visit Northbrook college to explore the food courses on offer and sample food cooked by the students completing a Level 2 catering and hospitality course. This also gives you the opportunity to talk to students studying higher level food courses and ask them any questions you may have.

If you want to:

- Develop your cooking skills and learn how to make high skill dishes
- Explore where the food we eat comes from
- Learn how to present food in interesting and imaginative ways
- Discover how to feed yourself and your family, understanding good health and nutrition

And lastly…

- Have the opportunity to take time out of your school day to cook and prepare food in a fun and engaging environment

Then GCSE Food Preparation and Nutrition is the course for you!
Drama GCSE

Drama is serious business

In Summer 2012 Danny Boyle reminded the world of the creativity of the British people. The creative economy is growing at 8% a year – much faster than the rest of the economy. Who works in that industry?

Plenty of creative and rewarded people: script writers, directors, editors and of course, actors.

You will develop many transferable skills in GCSE Drama. Your main challenge during the course is to create, deliver and reflect on dramatic pieces that are thought-provoking and entertain. This is a highly practical GCSE and suits learners who like to take risks, push themselves and communicate superbly with others.

You will experiment, share ideas, try things out and sometimes fail. But you will become more confident, more ambitious and more empathetic if you commit. You MUST be an excellent attender; frequent small-scale studio performances need to be prepared in groups. You will need to source props and costumes and take responsibility for your own performances.

“Almost two million people in this country work in the creative industries. There is no economy on earth in which the creative industries play such an important part in overall growth and job creation, and that is an immense asset to the UK.” Government Minister

Of course GCSE Drama is NOT a Drama school, but it is your opportunity to get an academic GCSE in a vital subject that is both part of our heritage and part of our future.

Visits to the theatre will be made available to you to enhance your understanding and appreciation of Drama as it exists in the real world.

Exam Board: AQA

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<td>Understanding Drama</td>
<td>Devising Drama (practical)</td>
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<tr>
<td>A one hour 45 minute written</td>
<td>Devising Log (45 marks)</td>
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<tr>
<td>exam</td>
<td>Performance (15 marks) (40%)</td>
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<td></td>
<td>Two performances (20%)</td>
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**Set text choices:**
The Crucible – Miller
A Midsummer Nights Dream – Shakespeare
Blood Brothers – Willy Russell

**Reflecting on Live Theatre Performances:**
e.g:  
“Things I Know to be True”
“Curious Incident of the Dog in the Nighttime”
“The Woman in Black”

Two extracts from published plays, either monologues, duologues or group work. e.g: Shakers, Girls Like That, Be My Baby
Geography GCSE

If you’ve ever looked at the world around you, and had questions about our planet, then you are a natural geographer. Geography is the study of humankind and our environment; how it has been shaped, how we have made use of it and how we have shaped it ourselves – either for good or bad.

Why was Hurricane Matthew so devastating to Haiti?
Why does Italy keep experiencing earthquakes?
Why do people live in Worthing? – And where do people live and work in the rest of the world?
What about climate change? Will it affect me?

If any of these questions catch your interest – GCSE geography is for you!

You need an enquiring approach to your work, and you’ll develop observation and analytical skills, recognising patterns and testing hypotheses. You will continue to develop your communication skills and learn more about presenting data including through ICT. Most importantly, you’ll get to go out into the real world and experience geography first hand.

Frequently asked questions:

What is GCSE Geography like?

It is fun! The teachers make sure that there is a variety of activities – such as designing leaflets or brochures, writing reports, A3 presentations, oral presentations, map reading, sketching, studying satellite images… We study recent events and local issues as examples that make the work more interesting and relevant.

Am I good enough to study GCSE geography?

If you enjoy studying geography at the moment, and you are achieving most of your KPIs, then definitely yes! We have high expectations of you at KS3, so if you are enjoying geography now and are prepared to keep working hard, we would be confident you’ll be successful at KS4.

Are there any trips?

Yes, one of the best things about Geography! There will be local fieldtrips in each year to help develop your geographical skills. Shorter trips during lunchtimes or after school may be arranged as well throughout the course including a number of visits to Brighton University, BHASVIC and Dorothy Stringer for Geographical Association events and quizzes. Two residential fieldtrips will take place in 2018 to Swanage and Italy.
What will you learn about?

At Davison we are studying the AQA GCSE syllabus.

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<td>• Natural Hazards</td>
<td>• Urban issues and challenges</td>
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<td>• Geographical Skills</td>
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<td>(Rivers, coasts and glaciers)</td>
<td>management</td>
<td>How is it assessed?</td>
</tr>
<tr>
<td>• Geographical skills</td>
<td></td>
<td>Written exam – based on the fieldwork you have done during the course and a ‘seen’ resource booklet that you will have studied before the exam. 30% of GCSE</td>
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Living with the physical environment

How is it assessed?
Written exam – a mixture of short and longer exam questions, using a resource booklet. 35% of GCSE

Challenges in the human environment

How is it assessed?
Written exam – a mixture of short and longer exam questions, using a resource booklet. 35% of GCSE

Geographical Applications

Why study GCSE Geography?

Geographers develop a wide range of desirable skills and knowledge which are valuable whatever you want to do:

- Communication skills such as presenting to the class, group work, and written work – useful, for example, if you want to be an educator, or go into business or politics.
- Developing global awareness will be useful if you want to travel, are interested in charity or development work.
- Evaluating options and weighing up different opinions means you will be a fantastic decision maker.
- You will carry out geographical investigations and learn about presenting and analysing data – useful if you want to study science in more depth in the future.
- You’ll develop great ICT skills, including using school equivalents of industry level GIS technology.
- Numeracy, literacy, and problem solving skills are all developed in geography – great for any further study you want to do.

What our students say:

I think Geography is a brilliant subject to take for GCSE because it gives you a real insight into so many different aspects of our society and world. Not only this but it gives you extra skills in writing and is very useful for life. Verity Mepham, 11 Red

I enjoy Geography because it is an interesting subject that studies the world around us - I like being able to explain how the features I see every day are formed. It’s a practical subject useful everyday as I now know how to read a map properly! Cassie Graham, 11 Gold

Geography is my favourite subject because you get to learn about a human’s connection to the Earth. You discover more about society and the environment around you and are able to ask questions you may not have contemplated before. It is a really useful subject to have as it links to your everyday life. Leila Faris, 11 Yellow
History GCSE

What’s most interesting about our world? Isn’t it people and how they behave? That’s what history is all about. How can we understand the state of the world today without looking at what people have done in the past?

*If you have a genuine interest in people and the past, want to develop the way you think and express yourself and understand more about what’s happening in the world today, you will love History GCSE!*

History GCSE is fun and challenging. The skills you have gained in key stage 3 are developed to a higher level at GCSE, while you learn about new topics. The lessons are varied and use different learning styles; creativity, discussion, some projects and presentations. We are all passionate about our subject – we want to convey this enthusiasm to you, inspire you and develop great historians!

GCSE History provides you with many transferable skills - skills which can be learnt in History and applied to other subjects and situations now and in the future. It is a well-respected GCSE because of its academic rigour.

The new 2016 GCSE offers a wide variety of topics and an opportunity to gain a greater understanding of Britain and the wider world. We will also have the opportunity to study an Elizabethan location in detail and will hopefully have the opportunity to visit the site.

History would be a great choice for you if you love finding out about the past, enjoy reading, discussion, researching and using evidence to form an argument. There is a lot of content to learn, but there is a lot of time and support in order to help you achieve your very best.

**GCSE History Info sheet**

**Exam Board:** AQA (no entry tiers)

**2 written exams at the end of year 11:** a combination of source work, short and extended answers.

**Paper One:** Understanding the Modern World

- **Section A:** Russia 1894-41, looking at the last Tsar, the failures of the Provisional Government as well as the Communist rule of Lenin and Stalin.
- **Section B:** Conflict and tension in Asia, 1950-75, looking at the wars in Korea and Vietnam.
Paper Two: Shaping the Nation

- Section A: Power and the People, looking at how power in Britain has evolved from the Magna Carta through to the impact of the Brixton Riots in 1981.

- Section B: A British Depth Study: Elizabethan England, looking at her court, fashion, theatre, war and religion. Students will also study a significant Elizabethan site and will hopefully be visiting this location.

What our pupils think

I love History because through learning about the past you gain a broader understanding of the past and how society works. Everything we study is extremely interesting. It is my favourite option.

Jessica Simpson

I found History really interesting because during the course you learn about a wide range of topics over many years.

Ines Mitchell-Rodriguez, Deputy Head Girl

‘I chose History as a GCSE because it is a valued subject in all areas and connects well with other subjects such as Geography and R.S.’

Jannah Islam

‘I love History because it opens up so many doors for you, particularly for any future careers you wish to pursue. It’s fun and engaging and there is never a dull moment.’

If you’d find it interesting to know who I am and why I was murdered with an ice-pick in 1940 then opt for GCSE history!

If this photograph inspires you and you’re curious to know more about who I am and why I am so significant to world history then opt for GCSE history!
Introduction
CiDA, the certificate in Digital Applications, is a suite of paperless qualifications from Edexcel that focuses on the practical application of technology. CiDA qualifications prepare students for the real world of work or further education. They are designed to stimulate students’ creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.

CiDA offers progression from the Award (AiDA), which is equivalent to one GCSE, 1-9.

Using ICT
We live in an age of information overload – TV, radio, text-messaging, web and e-mail, telephone, video, DVD and CD – to say nothing of newspapers, magazines and face-to-face conversations. How do we manage all of the information we receive – and how do we judge its usefulness? How can we present it clearly and effectively so it communicates the message we want to convey? These are all issues addressed by the course in Using ICT, which will also teach you how to critically evaluate your own work, and the work of others.
Multimedia

When you browse a website, play a video game, send a text message, download an MP3 file or watch a DVD, you’re using multimedia. This course will help you to design and produce your own multimedia applications, as well as take a critical look at multimedia in the world around you. You’ll learn how to collect your own multimedia products – music, images or photographs, for example - and then manage the process of putting them together to create something new. You’ll learn the importance of managing and reviewing your work and testing what you produce, as well as thinking about how it could be distributed.

Further details

An outline of these courses is included in the Edexcel publication included in your pack and is described in depth on the CiDA edexcel website.

Using ICT (CiDA)

This is the keystone of the entire suite. Students completing this unit will be eligible for the certificate in Digital Applications (AiDA). This unit will support students’ learning and help maximise their achievements across the curriculum. The concept of an e-portfolio is introduced in this unit.

Content:
- Using information sources
- Working with information
- Presenting information
- Print and digital publishing
- Creating an e-portfolio
- Project planning, monitoring and evaluation
- Multimedia (CiDA only)

This unit develops students’ ability to design and create effective on-screen multimedia products such as websites, e-books and simulations with a strong emphasis on fitness for purpose.
Homework and equipment needed

All course materials will be available on-line. If you have broadband access to the Internet at home, homework becomes an extension of work in school. If not, ICT resources in school will be reserved for you outside normal school hours. The software houses Adobe, Microsoft and Matchware offer software for home use at greatly reduced prices to students. The only extra equipment you will need is a "USB data stick" and a set of personal headphones.
BTEC First Award in Travel and Tourism is being offered as a single option this year. It is a Level 1/2 qualification which is the equivalent of a traditional GCSE D – G for Level 1 and A* - C for Level 2.

The emphasis in this course is a series of controlled assessments which will be done during class time and there will be one external examination which is worth 25% of the final grade.

On a BTEC First Award course you will achieve Pass, Merit and Distinctions in your assessments. You will then be awarded an overall Pass, Merit or Distinction for the whole course.

You will study:
The UK Travel and Tourism Sector
UK Travel and Tourism Destinations
The Development of Travel and Tourism in the UK
Factors Affecting Worldwide Travel and Tourism

This is a vocational course which offers you the opportunity to learn both inside and outside the classroom. This helps you to develop the skills to be mature and independent at work, whilst knowing that you can still ask for help or support when you need it.

The BTEC First Award in Travel and Tourism can be used as a stepping stone towards entering initial employment in positions such as passenger check-in officer or tourist information centre assistant. It can also be used to move on to a higher level qualification such as Level 2 Cabin Crew or Level 3 BTEC National Certificate in Travel and Tourism at college.
Are you a pupil already studying LETS?

Many pupils in LETS have expressed an interest at taking it as an option at KS4. If you are a pupil that enjoys exploring individual learning styles and would benefit from the support of a learning mentor, then you might want to continue with the LETS programme next year. You will possibly be below a level 5 in either English or Maths to benefit from this course.

Why might you choose this as an option?

- You might feel unconfident about KS4 or school generally
- You might benefit from having a learning mentor, so that you can discuss your progress and anxieties at school
- You might need extra support in English or Maths
- You might benefit from a timetabled time slot, when you can get extra support with your KS4 subjects

What will you gain from this?

- One to one and small group learning
- Extra support in English and Maths
- Support in all of your KS4 subjects
- A learning mentor
- You will be timetabled time to work on your school work in school time
- Functional skills in English & Maths
You will develop skills and confidence in the following:

**LET'S be positive**
- Determination
- Resilience
- Competitiveness
- Organisation

**LET'S be creative**
- Invent
- Resourcefulness
- Questioning
- Planning

**LET'S get involved**
- Respectfulness
- Responsibility
- Communicating
- Relationships

**LET'S get thinking**
- Curiosity
- Evaluation
- Reasoning
- Analytical
The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer.

The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society.

Theoretical Framework
This GCSE Media Studies specification is based on the theoretical framework for exploring and creating media.

The framework is based on four inter-related areas:

- **media language**: how the media through their forms, codes and conventions communicate meanings
- **representation**: how the media portray events, issues, individuals and social groups
- **media industries**: how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **audiences**: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three components.

Media Forms
Examples of all of the following media forms will be studied:

- advertising and marketing
- film
- magazines
- music video and online, social and participatory media studied through a single music topic
- newspapers
- radio
- television
- video games.

This will enable learners to develop knowledge and understanding of a broad range of media forms and products, providing a comprehensive and balanced study of the media that encompasses audio-visual, print-based and online forms, as well as exploring the interrelationships between them.
The WJEC Eduqas GCSE in Media Studies offers a broad, coherent and engaging course of study which enables learners to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- develop practical skills by providing opportunities for creative media production.

**Contexts of Media**

In addition to the theoretical framework, learners will develop knowledge and understanding of relevant contexts of media and their influence on media products and processes. The following contexts will be considered to inform the study of the set products.

**Historical Context**

- how the product reflects the time in which it was made through its use of media language, genre conventions, representations, themes, values, messages and viewpoints
- how the product reflects the time in which it was made through aspects of its production, distribution, marketing, regulation, circulation and audience consumption

**Social and Cultural Context**

- how the product reflects the society and culture in which it was made through its representations, themes, values, messages and viewpoints
- how the product is shaped or informed by particular cultural influences, such as genres, styles, technologies and the work of other media producers
- how the product reflects the society and culture in which it was made through aspects of its production, distribution, marketing, regulation, circulation and audience consumption
- how audience responses to and interpretations of media products may change over time

**Political Context**

- how the product reflects the political contexts in which it was made through its representations, themes, values, messages and viewpoints
- how the product reflects the political contexts in which it was made through aspects of its ownership and political viewpoint, production, distribution, marketing, regulation, circulation and audience consumption.
**Component 1: Exploring the Media**
Written examination: 1 hour 30 minutes
40% of qualification

**Section A: Exploring Media Language and Representation**
This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section:
- one question assessing media language in relation to one set product (reference to relevant contexts may be required)
- one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

**Section B: Exploring Media Industries and Audiences**
This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:
- one stepped question on media industries
- one stepped question on audiences.

**Component 2: Understanding Media Forms and Products**
Written examination: 1 hour 30 minutes
30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

**Section A: Television**
- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

**Section B: Music (music videos and online media)**
- one question on either media language or representation (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

**Component 3: Creating Media Products**
Non-exam assessment
30% of qualification

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.
Modern Foreign Languages GCSEs

LEARNING A FOREIGN LANGUAGE WILL HELP YOU TO:

- meet new people
- make new friends
- get a better job
- open up a world of different possibilities
- improve your communication skills
- become better at dealing with other people
  - understand other cultures
  - develop your confidence
- improve your problem solving skills
- stand out from the crowd (particularly with college or job applications)
- demonstrate that you have learnt important skills

You never know where learning a language might take you - currently, with over 4000 different languages in the world and more than 300 spoken in the UK, there has never been a more important time to learn a foreign language.

Even though you might not know now which language you will need in the future, once you have learnt one foreign language, it is possible to transfer those skills to another language and you will find it easier to learn your second foreign language.

Not everyone speaks English! By speaking another language you can jump right into another culture and get to know these people. This exciting and fulfilling experience can only be gained if you can communicate with others in their language.

Don’t worry about being fluent though! It’s enough to show willing and to make an effort. Just remembering the basics will be enough to open up the door to a world of opportunities.

Broaden your horizons, broaden your mind, broaden your possibilities! Learn a foreign language! The world is waiting for you to discover it!
At Davison, we believe that Modern Foreign Languages are very important for our students as European citizens, although we recognise that learning a foreign language can be challenging.

If you intend to study at university, you are likely to need a GCSE in a Modern Foreign Language. It would also be useful if you think that you will opt for A-Level courses at college.

Therefore, for girls in sets A and B the continuation of French, German and Spanish is compulsory. Girls in sets C, D and E can choose to continue with a language to GCSE or to drop the subject and replace it with a different option.

The possible choices are:

1. French GCSE
2. German GCSE
3. Spanish GCSE

Since September 2017, you have already been working on the new GCSE specification, as we are using a 3-year GCSE course model. Therefore, Year 10 would be a continuation of what you’ve been doing so far. You will continue to have 5 hours per fortnight.

New specifications were published for all Modern Foreign Languages in September 2016, with a number of significant changes. In Davison we are following the AQA specification.

- The 4 skills: Listening, Reading, Speaking, Writing, will be equally weighted (25% each) and assessed at the end of the course. There will be no coursework.

- Grades will be awarded 9-1

- No dictionaries will be allowed during the final examinations, so recall of vocabulary and how to use language to express ideas are essential.

- The themes covered are: identity and culture; local, national, international and global areas of interest; current and future study and employment.

- The speaking examination will include a role play, a picture-based discussion and a conversation. Preparation time will be given, the assessment will be conducted by your class teacher, recorded and sent to the examination board for marking.

- The writing examination will include a short translation from English into your chosen language.

You should take every opportunity to practise your language, which ever one you choose! Try out using it in the lessons at every opportunity, in order to build up your spontaneity! It may be a challenge at first, but we’re all in it together.

If you would like more information, please contact: Mrs Cooper – Head of French
Ms Le Gourrièrec – Head of Spanish
Ms Dupuy – Subject Leader for MFL
Music GCSE

Why Music?
- Do you enjoy playing / singing music?
- Do you like learning about different styles of music?
- Are you making good progress with your music in year 9 (in and out of the classroom)?

If you answered YES to these questions then
Music GCSE is for you….

Studying a creative subject such as music stimulates the brain and improves verbal memory and literacy skills. It also teaches some valuable personal skills which will benefit you in later life, whatever your career choice. Do you think that in your future, you might have to do the following:

- Present an idea confidently to a group of people?
- Organise a group to prepare a piece of work ready for a strict deadline?
- Create something new and different that stands out from others’ work?
- Think on your feet when something goes wrong during a presentation?
- Regularly adjust your work and ideas as you go along in order to produce a high quality finished product?

Music teaches you the skills to do all of these things.

Music GCSE Course Structure – OCR Exam Board

Unit 1: Integrated Assessment (Coursework - 30%)

You will choose a piece that shows off what your instrument or voice can do and perform it either solo or in a small group. Then you create a composition based on the piece you perform to show you understand how music for your instrument or voice works, including a written commentary.

Unit 2: Practical Portfolio (Coursework – 30%)

You will perform another piece as a group. This is a completely free choice.

You compose another piece set by the exam board.

60% of the course is practical work.
Unit 3: Listening Exam (Exam – 40%)
Written paper with CD where you listen to extracts of music and answer questions about what you hear. It has a mixture of short answers and multiple choice.

Performance
You do not have to perform in front of the class, although performance is a really important part of the GCSE so you must be prepared to perform regularly and record your work. We expect you to spend at least one hour per week on improving your instrumental or vocal skills at home.

We do not ask for any particular level or grade and it’s not necessary to have individual instrumental lessons to take the GCSE but it does help to have advice and tuition from a specialist in your instrument. You do not need to be able to read music.

What can it lead to?
Not only does music GCSE lead to college courses in performance or music technology, it is also a useful subject for careers such as teaching, working in media, childcare, events management, marketing and many other things!
Personal Development

At Key Stage 4, you continue with your weekly lessons in PD.

School is not just about preparing for exams. It’s about preparing you for life: you as a whole person – physically, mentally, socially, emotionally and spiritually. The PD programme is designed to help you take your part in the world.

You will be given the opportunity to develop your communication skills, working with and understanding others, learning how to challenge other people’s ideas and views and formulating your own opinions and values.

In PD lessons you will cover a wide range of topics including current health and relationship issues, how to budget and manage your future income and our rights and responsibilities as citizens within a democratic society.

Year 10 pupils have the chance to go on ‘Work Experience’ for a week – and some of your lessons will be devoted to preparing you for your placement. In Year 11 you will be preparing for life ‘after Davison’ and will be looking at progression routes to college, apprenticeships or employment. You will be able to research different options and attend a range of information sessions.

During the course of the two years you will also have the opportunity to receive helpful advice from ACORN, the Police Liaison Team, the Terrence Higgins Trust and the Teenage Cancer Trust.

The good news is that there are no exams for PD!

But as always – the more you put in – the more you get back!

Although PD is not examined, it is possibly the most important lesson you will go to each week!

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Physical Education GCSE and BTEC

In Year 10 and 11, students choosing PE will either study the BTEC Level 2 First Certificate in Sport or AQA GCSE PE. The course students study will depend on preferred learning and examination styles with the highest chance of success. A decision will be made by the PE staff as to which course your daughter will follow based on prior knowledge of her learning styles and practical sporting experience to ensure we get the best fit for her.

In Year 10 and 11 each student will have 5 lessons over a two week timetable. These lessons will include a combination of practical and theory based work. Student files must be kept up to date and homework is set regularly.

Progression
A PE qualification is a useful addition to any combination of examination courses. It proves to employers and further education colleges that you are able to work as part of a team and these courses give you the opportunity to develop your leadership, organisational and physical skills.

Career Opportunities
PE qualifications are useful for entry into further education, physiotherapy / occupational therapy, nursing and other areas of the medical or childcare professions. Also PE qualifications are useful to have for the leisure industry, sports photography, primary and secondary school teaching, coaching and journalism. Universities accept both of these qualifications.

Is it for me?
Do you want to develop:
- Communication skills?
- Physical performance skills?
- Working with Others?
- Leadership skills?
- Enthusiasm for sport?

If yes, you will be well suited to this subject.

What does it support?
- Duke of Edinburgh Award Scheme
- Sports Leaders Awards
- First Aid certificate
- BTEC/A Level courses in further education establishments
- Young Netball Leaders Award
GCSE Physical Education
Practical Activities which include both team and individual performance activities. Students are assessed as a player/performer in 3 different practical activities. The 3 practical assessments provide 40% of the final total mark.

Theoretical aspects of the course will be examined via 2 written examination papers:

Paper 1 – The human body and movement in physical activity and sport – 1 hour, 15 minutes in length.

Paper 2 - Socio-cultural influences and well-being in physical activity and sport – 1 hour, 15 minutes in length.

Results from the 2 written examination papers provide 60% of the first total mark.

Questions on the exam paper will be:-

- Multiple choice
- Short Answer
- Data Analysis
- Continuous prose, essay type questions

Level 2 Sport – BTEC
There are 2 forms of assessment:

1. Coursework assignments – 70% of the total course.

2. An external exam for the ‘Health and Fitness for Sport Exercise’ unit of work makes up 30% of the final grade – in the form of an onscreen multiple choice test, with short and longer answer questions.

The qualification is graded as a Pass, Merit, Distinction or Distinction* equivalent to one GCSE at grades 1 – 9.

Assignments are marked against criteria set by the examination board. The assignments are issued and completed throughout a unit of work and an overall grade for the unit is awarded once all the work for that unit has been completed. This allows the student, teacher and parent to track progress. Assignments are assessed via various different methods including written work, presentations, interviews or video blogs.

If you would like any further information about either of these courses please contact:

Mrs Taylor – Lead teacher GCSE
Miss Gearing – Lead teacher BTEC
Mrs Cox – Head of Physical Education