



ROBERTSBRIDGE

COMMUNITY COLLEGE

A Specialist Maths & Computing College

Year 8 Options Evening
4-7pm Thursday 26th January

KS4 Options Booklet 2017



Interim Headteacher
L K Golds

“Success through Partnership”

A Specialist Maths & Computing College

Dear Parents and Pupils,

It gives us great pleasure to present you with this booklet outlining the range of courses being offered at Key Stage 4 from September 2017 to the summer of 2020. We continually review our offer and this year sees some exciting new developments. This is especially true with the changes to the national curriculum and the change of many exam specifications new for this year. Some of these are still in draft form and therefore subject leaders have been limited in precise details, however they are able to communicate the most up to date information from exam boards on what will be covered and how it will be assessed. You will have a full choice of subjects, in all curriculum areas. Our aim is to provide enough variety to ensure that we meet the needs of all of our pupils whilst ensuring breadth and balance across the whole curriculum.

In this booklet, you will find a full description of all option choices along with details of advised/compulsory subjects. The key part of the options process will be the selection of four optional subjects, one from each column. Each of these is designed to last for three years. These are shown in the enclosed colour document.

Each pupil needs to decide on one subject from each column—it is not possible to choose two subjects from the same column as these lessons will be taught at the same time. All students should choose at least one language or humanity subject. It will be helpful if you can indicate a second choice in each column as it is not always possible to offer all first choices. When you have completed the form, it needs to be returned to your Learning Mentor or directly to Miss Phillips.

We will do our best to meet your requests but we are unable to guarantee that all Options will run if insufficient numbers of pupils choose a particular course. In addition, when a course is oversubscribed, we will offer places based on a number of factors (suitability to course, attitude to the subject...) but it will be to your benefit to return the form by the 3rd March at the latest. In either of these situations, we will inform you promptly and make clear alternative options available.

Miss L Phillips
Assistant Headteacher

Key Dates and Information

Year 8 Grade cards issued	Friday 24th March
Options Evening	Thursday 26th January
Preference Forms returned to school by:	Friday 3rd March
Individual Interviews begin (if required)	Monday 20th March

Key Staff

For questions about individual subjects and courses, your subject teacher is the person you should approach first for advice. The following members of staff will also be closely involved with the Options process and will be pleased to offer advice.

Mr Kilby	Head of Artisans House
Mrs Wallis	Head of Mariners House/ Careers
Miss Skeet	Head of Smugglers House
Mrs James	Acting Deputy Headteacher
Ms Ayres	Careers Advisor
Miss Phillips	Assistant Headteacher

Advice to Students

MAKING THE RIGHT DECISION

Important decisions need to be good decisions. There are things which you can do to help you make the best decisions. Making the best decisions means making the wisest choice of subjects **for you**.

The best subjects to take are those which:

- *you feel you could be successful at*
- *you enjoy doing*
- *you think you will need for a career*
- *give you a balanced choice of subjects*

Do not:

- *confuse your feelings about a particular teacher with your feelings about the subject - you may have a different teacher next year*
- *choose a subject to be with your friends - they may be in different groups anyway and the subject may not suit you as well as it does them*

Do:

- *think carefully about your choices*
- *talk with your parents*
- *consult your subject teachers about courses and your ability to do them*
- *ask your Learning Mentor for general advice*

AND FINALLY.....

Read:

- *this booklet - refer to it regularly*
- *and reflect on the work done on options and careers in independent learning lessons*

Listen:

- *to the advice and information given to you about courses by your subject teachers*
- *to the advice & information given to you in assemblies and at Parents' Evening*
- *to the advice given by your tutors and, of course, your parents*

Talk:

- *to your subject teachers*
- *to your Learning Mentors and to your Head of House*
- *to your parents*
- *to older students*
- *to Mrs Wallis, Head of Careers*

Other Guidance

All pupils are encouraged to choose a good balance of subjects which will offer them the opportunity to be successful whilst enjoying their studies. It is of course important that option choices enable a pupil to be successful in their education and career after they leave Robertsbridge Community College. All advice that we offer will be given impartially and with the following principles in mind.

Every pupil can expect staff at Robertsbridge to:

- Treat and respect them as an individual.
- Provide them with the opportunity to learn the skills and gain knowledge they will need to earn their living when they leave full time education.
- Offer support, as they need it.
- Provide access to Careers information, which is up to date, comprehensive and unbiased.
- Ensure they have access to professional and expert guidance when they need it.
- Ensure access to information about all the options in education, training and employment open to them when they leave school.
- Offer support and information regarding placements for a one week Work Experience placement.

As a result of taking part in the Careers Education and Guidance programme at Robertsbridge Community College, it is intended that:

- Pupils will become more self-aware and recognise the need to plan and manage their own futures
- Pupils will be encouraged to raise their aspirations and will be helped to progress
- Pupils will be more aware of the opportunities open to them, and will take a flexible approach to these
- Pupils will develop decision-making skills.
- Pupils will be aware of sexual stereotyping and be encouraged to make choices unaffected by this.
- Pupils will be aware of the innate dignity of work of all types and levels and be able to challenge stereotypes

The English Baccalaureate

You may have heard reference to the English Baccalaureate (EBacc). This is a measure of the qualifications that a pupil achieves on leaving school. A pupil has achieved the EBacc if they leave school with qualifications in English, Mathematics, Sciences, a Humanity subject (History or Geography) and a Modern Foreign Language. All pupils will study English, Mathematics and Two Sciences as a part of their Core Curriculum.

Vocational Courses

Occasionally a pupil will wish to follow a more vocational course which may be offered by an outside provider (i.e. a local College). We are keen to support this whilst ensuring all pupils achieve a good set of academic qualifications. If you would like to pursue this, then please speak to Mrs James, Assistant Headteacher .

*The Core Curriculum and
Non-Option Subjects*

English

The Course

English is designed to develop skills in Reading, Writing and Spoken English. All students will follow two GCSE courses: English Literature and English Language.

English Literature

Students are required to read a range of literary texts; this includes the work of Shakespeare and a 19th Century writer, for example Jane Austen; modern prose or drama texts and poetry.

Assessment

The qualification is achieved through two examinations at the end of the course; paper 1 is weighted at 40% and paper 2 is 60%.

Paper 1:

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.

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.

Paper 2:

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

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.

Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English Language

Students are required to read a range of fiction; non-fiction and literary non-fiction texts from the C19th - C21st. They will also write in different forms, for different purposes and audiences. Students are also required to deliver an interactive talk which is assessed, but is not weighted at GCSE.

Assessment

The qualification is achieved through two examinations at the end of the course; paper 1 is weighted at 50% and paper 2 is 50%.

Paper 1:

Section A: Reading. One literature fiction text.

Section B: Writing. Descriptive or narrative writing.

Paper 2

Section A: Reading. One non-fiction text and one literary non-fiction text

Section B: Writing. Writing to present a viewpoint

Mathematics

The Course

Year 9 to 11 students will continue to study the National Curriculum in Mathematics. Number, Algebra, Shape and Space and Data Handling are studied at a level appropriate to the student.

The majority of students will cover the course over three years. The emphasis on students is the ability to use Mathematics to solve problems often fusing together more than one topic which requires tenacity and resilience.

Achievement will be gained through enjoyment and success and will require a committed approach from each student. Homework is an integral and vital part of the course and will be given to all students every lesson.

Class groups are organized according to ability following their achievement in Years 7 and 8. However, the course is flexible and will allow movement between groups for those students whose progress merits the change.

How you are assessed

Progress is continually monitored through homework and classwork. Formal assessment will take place at the end of each topic and at the end of each year and, together with the results of Mock examinations in Year 11, this assessment will determine the level of entry in the GCSE exam.

Examinations (100%):

Paper 1 (Non-Calculator).

Paper 2 (Calculator Allowed)

Paper 3 (Calculator Allowed)

There is no coursework element to this course and all of the exam papers carry an equal weighting.

Where next?

Whether students continue to study Mathematics at 'A' Level, use it as a tool in other subject areas, or leave school to seek employment, Mathematics is an essential requirement of everyday life. By improving basic numeracy skills, increasing mathematical knowledge and understanding and developing powers of analysis and problem solving, students will be able to approach mathematical situations with confidence.

Science

In **Year 9** all students will start their GCSE Science.

During **Year 10** students will then be split into two different routes. One route will involve students studying for three GCSE's (Triple Science) and the second route will involve studying for two GCSE 's (Combined Science)

Students will be taught in ability groups which will be organized according to their performance in Year 7 and Year 8. Periodic assessments during Year 9 and Year 10 will determine which route your child will study. It is intended that the majority of students will follow the Triple Science course.

Combined Science (AQA Trilogy)

The Combined Science course is designed to develop scientific skills in a context of contemporary scientific issues. It is relevant to everyday life and prepares students to be scientifically literate citizens able to make choices and decisions.

As well as carrying out practical and written tasks in class students will have an opportunity to discuss, analyse and develop arguments.

The course is designed to enable candidates to:

- recognise the impact of Science and Technology on everyday life;
- make informed personal decisions about issues and questions that involve science;
- understand and reflect on the information included in (or omitted from) media reports and other sources of information

How you are assessed

Examinations (100%):

There will be 6 exams each worth 16.7% (2 Biology, 2 Chemistry and 2 Physics). All papers are worth 70 marks and are equally weighted.

Triple Science (GCSE Biology, Chemistry and Physics)

This course will lead to a student gaining three GCSE qualifications. The courses are examined separately so students could gain a different grade for each of Biology, Chemistry and Physics. The course is designed for students who have a keen interest in science and who enjoy understanding scientific concepts, and are able to work independently. This course is more traditional and will provide a solid foundation for those willing to go onto studying pure Sciences at AS and A level. It should however be noted that the Triple units are not taught until Year 11 and that the course is designed to allow students working at both the higher and foundation level to access and achieve success

How you are assessed

Examinations (100%):

There are 2 examinations in each Science (Biology, Chemistry and Physics). Both papers are 1 hour 45 mins. Each paper is worth 50% and is worth 100 marks.

Where next?

Course

What Science can you study post 16?

GCSE Combined Science

Well prepared for AS Applied Science and a wide range of vocational courses, as well as AS Chemistry and Biology

Separate Sciences (GCSE Biology + GCSE Chemistry + GCSE Physics)

Well prepared for AS Biology, Chemistry or Physics

For all courses outlined, we will be following the AQA specifications.

*Arts and Design
Technology Options*

GCSE ART & DESIGN

Art, Craft & Design

The course

This is a general course designed to give students a broad spectrum of skills through practical activities and the critical study of original works by artists, craftspeople and designers.

Students will work in a range of media, including traditional and digital, demonstrating creativity, technical ability and in-depth subject knowledge through written annotations and evaluations. They will research the work of others, experiment creatively and plan their own pieces in extended projects. Students will produce two units of coursework which fulfil AQA course requirements. In Year 9 students will focus on drawing and painting, sculpture and printmaking. The Design project in Year 10 allows students to respond to a choice of briefs including Fashion and Textiles, 3D Design and Graphic Design. Year 11 focuses on Fine Art and students must demonstrate the confident drawing skills which they have been developing throughout the course.

This is a new GCSE specification with a greater emphasis than before on drawing and written annotation. Year 8 students considering opting for GCSE Art & Design should be aware that skilful drawing is intrinsic to the course and extra work might be needed if they lack confidence in this area. Writing to explain ideas and judge results through sketchbook annotation now has a greater weighting in the mark scheme so students must be prepared to develop their writing skills and use of subject specific terminology.

How you are assessed

Coursework consists of a portfolio of work selected from all work undertaken during the three years of the course. Sketchbooks are used for drawing, research, planning and developing ideas for a final piece.

Component 1: Portfolio (coursework)

A portfolio that in total shows coverage of the four assessment objectives. It will include two extended projects and a selection of further work undertaken during the three years of the course.

60% of GCSE

Non-exam assessment teacher set and marked then moderated by AQA.

Component 2: Externally set assignment (exam)

Students respond to their chosen starting point from an externally set assignment paper evidencing coverage of all four assessment objectives. Preparatory period of 12 weeks followed by 10 hours of supervised time.

40% of GCSE

Set by AQA; marked by the school and moderated by AQA.

What you need to bring to the course

As with any GCSE, the Art & Design course requires hard work, discipline and commitment. We expect our Art and Design students to have confident practical skills and a real interest in the historical and cultural aspects of Art, Craft & Design. We welcome pupils with enthusiasm, curiosity, imagination and stamina.

Please note—

- **Due to the expensive nature of materials used, from time to time students will be required to make a financial contribution to buy resources at cost price.**

Drama

The Course

The GCSE Drama course follows the AQA specification and allows students the opportunity to study acting and performing skills, alongside technical and design options such as sound, lighting, staging, set design and costume.

Students will also develop a knowledge of the history of theatre and will study the work of key influential theatre practitioners.

How are you assessed?

Component 1: Understanding Drama (Written Exam)	Component 2: Devising Drama (Practical)	Component 3: Texts in Practice (Practical)
What is assessed? <ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre. • Study of one set play. • Analysis and evaluation of a live theatre performance (<i>students will be expected to take part in at least one organised theatre visit</i>). 	What is assessed? <ul style="list-style-type: none"> • The rehearsal process of creating devised theatre. • A performance of devised drama. Students can choose to be assessed as performers or designers. • An analysis and evaluation of the work produced. 	What is assessed? <ul style="list-style-type: none"> • A performance of two extracts from one play. Students can choose to be assessed as performers or designers.
How is it assessed? <ul style="list-style-type: none"> • Written exam—1 hour and 45 mins. • 80 marks • Externally marked by an examiner. 	How is it assessed? <ul style="list-style-type: none"> • Devising log (60 marks) • Devised performance (20 marks) • Internally marked by your teacher and externally moderated by an examiner. 	How is it assessed? <ul style="list-style-type: none"> • Performance of Extract 1 (20 marks) • Performance of Extract 2 (20 marks) • Externally marked by an examiner.
Percentage of overall GCSE grade: <p style="text-align: center;">40%</p>	Percentage of overall GCSE grade: <p style="text-align: center;">40%</p>	Percentage of overall GCSE grade: <p style="text-align: center;">20%</p>

Please note: Design and technical candidates will also be required to produce a design portfolio showing your designs in progress, design decisions, how you have been involved in the devising process with your group, show your research, show collaboration with any other design students, show health and safety factors.

What do you need to bring to the course?

All GCSE courses require commitment, effort and enthusiasm. However, Drama, above all, requires the ability to cooperate well with others, the self-discipline to work in a ‘free’, creative environment and the ability to analyse your work through written and spoken word. **You must be committed to rehearsing and performing after school with your group at appropriate times during the course.**

Why choose Drama?

The study of Drama can help you develop transferable skills which you can take into any career or job. You may intend to continue your studies of Drama and Theatre Arts in Post-16 education and this course will provide you with an excellent foundation of skills and subject specific knowledge for this.

Drama also enables you to develop essential life skills such as empathy, commitment, focus, confidence and leadership. These skills will prove to be beneficial in any career opportunities that may interest you.

Music

Your course

GCSE Music combines practical music making (performing and composing) with music theory, listening and analysis. Students are expected to perform throughout the course and take part in any music ensembles that are available either in or out of school. All students produce a portfolio of their own compositions and are assessed on their ability to perform as an ensemble and individual. There is also a listening & analysis examination based on musical excerpts from different musical genres and styles, as well as set works studied throughout the course.

GCSE Music is an absorbing, interesting, highly challenging and *fun* course. It is essential that students reach a reasonable standard on their chosen instrument, or be confident singers, before starting the course. If students are unsure if they meet the requirements of this GCSE, they should speak to the Music department before making their choices. It is worth noting that if students do not play an instrument, or sing to a good standard, then they will most likely find this course extremely difficult. Students interested in music technology and software are encouraged to study music, as they can use computer software as a form of performance. Instrumental lessons are highly encouraged and are available in school if requested.

How you are assessed

Candidates are assessed through controlled assessment compositions, performances and a written examination: (*AQA Examination Board*)

Performing Music (30%): Students have many opportunities to perform throughout the course. They are expected to participate in concerts and events to develop skills and build evidence for their portfolio. Their best individual and group performance is submitted for assessment from their repertoire.

Composing Music (30%): Students submit two compositions. The first is a free composition, where the piece is based on a particular focus of their own choice. The second is a composition set to a brief as outlined by the examining board. Students will have a choice of brief to compose a piece of music for. Both compositions require production of a score, as well as evidence of a log book outlining their composing process.

Listening to and Understanding Music/Analysis (40%): Students develop their aural skills through performing, composing and listening tasks. They will complete a written paper at the end of the course, which assesses them on their aural skills and musical knowledge. Students will also complete a series of examination questions focused on set works studied through a range of musical periods.

Where does it lead?

The GCSE Music course is a highly valued qualification, whether the student is hoping to go straight into employment or on to Higher Education, as it encourages good communication and evaluation skills, initiative and creativity. It also teaches the student to co-operate with others and to value their work. The course may also lead into 'A' Level Music, Music Technology, Level 3 BTEC, which is a highly regarded qualification for entry to a wide range of courses at Universities & Colleges of Higher Education.

Design Technology

GCSE Food Preparation and Nutrition

If you have enjoyed Food Technology at Key Stage 3 this course is an ideal way to develop your interest and individual creativity. You should be able to work independently, researching ideas thoroughly and producing high quality, original food products. You should be well organised, self-motivated and confident, prepared to use the new skills you acquire.

Students must be able to provide their own ingredients for all practical cookery exercises and should be aware that this course has a **high theory content** with regular written assignments during years 9 and 10 leading to controlled assessments in year 11.

Your Course

In this newly reformed GCSE qualification there is a **focus on practical cooking skills**, giving students a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills and a range of practical activities are integrated into each stage of this three year course.

The subject is split into key sections:

- Food , nutrition and health
- Food science
- Food safety
- Food provenance and food choice

This course is not merely a practical one and pupils are expected to produce high quality written work to illustrate and develop their ideas. Activities include focused practical tasks, investigation through research, product testing etc. and trialling and evaluative techniques to determine proposed courses of action. Students should not choose this course if their only reason for doing so is that they enjoy cooking. **However, practical activities are intrinsic to the course, and as such students must commit to bringing or buying ingredients on a regular basis - particularly when exam projects are being completed.**

How are you assessed?

The final GCSE qualification is assessed throughout year 11 via a final written examination worth 50% and two practical tasks worth 15% and 35% respectively. The two practical tasks comprise a food science investigation with written planning and evaluation and a short design and make project that includes planning, preparing, cooking (over a three hour period) and presenting a three part menu.

Where does it lead?

This GCSE can lead to courses in Food Science, Technology or Nutrition at post 16 and degree level. It is an excellent course for students who have an interest in both food and science and would like to develop those interests within the food industry. Careers include food product research and development, working with food manufacturers and retailers in sales, marketing and food buying, practical food preparation,, food science, factory production, food packaging and distribution, food teaching and lecturing. For further details go to chillededucation.org

Design Technology

Level 1 & 2 Technical Awards

Introduction

A course in Design and Technology offers a unique opportunity in the curriculum for students to identify and solve real problems by designing and making products or Systems. Design and Technology develops candidates' interdisciplinary skills, all six Key Skills and the capacity for imaginative, innovative thinking, creativity and independence.

The specification is based upon the view that design and technology is essentially a practical activity involving the combination of skills with knowledge and understanding in order to design and make quality products. It is intended to develop candidates' design and technological capability through a flexible and broad-based approach. It is planned to be sufficiently broad, balanced and relevant to interest all candidates.

Students will have the opportunity to analyse and evaluate situations, design and make products, and then appraise their performance. They will be provided with the opportunity to work with a range of materials and ICT.

The Technical award qualifications form part of a suite of qualifications that can complement GCSE Design and Technology and other related subjects such as GCSE Art and Design. Learners who opt to study these qualifications will gain extensive knowledge of both technical principles, designing and making principles and technical skills. This qualification provides learners with the opportunity to develop their practical skills and focus on developing an in-depth understanding of a variety of materials and ingredients, within the context of the fashion industry, food and catering and the materials technology.

The specification will allow candidates to work in one of the following focus material areas;

Textiles and fashion – the nearest previous equivalent being textiles technology

Materials Technology – the previous equivalent being resistant materials technology

Students are expected to make a contribution towards the cost of some materials and this will be in the form of a small payment at the start of each year in KS4. Students may choose to buy other materials supplied by the school at cost price. Students in receipt of Pupil Premium may be able to claim back these costs.

Equipment

Basic drawing equipment will be available for use in the workshops. There are opportunities to use computers, plotters, sewing machines and the laser cutter for computer aided design and manufacture work. Students are encouraged to provide themselves with a small selection of drawing instruments, technical pens, coloured pencils etc. to allow them to carry out design work and related study at home. Further information regarding items of useful equipment will be given to students at the beginning of the courses

A level and degree courses in fashion and textile design* where Career opportunities can include clothing design, fabric design, textile technology and manufacturing, retail, tailoring, costume design and creation for film and theatre, millinery and accessory design and manufacture.

Production engineering, 'A' Level design courses, building trades, technician course entry at technical college, welding, fabrication and allied trades, motor vehicle engineering, blacksmithing, carpentry and joinery, general technical work carried out in a workshop environment.

Where does it lead?

After further study at college or university students can pursue careers in:-
Graphic Design, Industrial Design and Model Making, TV and Film Set Design, Packaging Industry Technology, Architecture, Landscape Garden Design, Town Planning, Cartography, Computer Aided Design Work and Drafting.

A level and degree courses in fashion and textile design* where Career opportunities can include clothing design, fabric design, textile technology and manufacturing, retail, tailoring, costume design and creation for film and theatre, millinery and accessory design and manufacture.

Production engineering, 'A' Level design courses, building trades, technician course entry at technical college, welding, fabrication and allied trades, motor vehicle engineering, blacksmithing, carpentry and joinery, general technical work carried out in a workshop environment.

Level 1/2 Technical Award in Fashion and Textiles

Who is this qualification for?

This qualification is intended for learners aged 14-16 who are interested in using textiles in a practical way within the context of the fashion industry and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature. The Technical Award in Fashion and Textiles will give learners the opportunity to develop an understanding of: · materials, components and technologies and the ability to select these appropriately · how to read, interpret and work from drawings, plans and instructions · quality and how this can be achieved by making to fine tolerances · key technical terminology related to materials and properties · commercial and industrial practices within the Fashion and Textiles industries · career opportunities in the sector.

What will the learner study as part of this qualification?

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

Unit 1:

Skills demonstration (internally assessed) Learners will create a number of small practical outcomes to demonstrate their competency in 12 core skills outlined in the specification. This will include the transferable skill of teamwork.

Unit 2:

Extended making project (internally assessed) Learners will undertake an extended making project that showcases the skills they have developed in Unit 1 and the knowledge and understanding they have acquired in Unit 3. Learners will develop skills in planning and development, making, testing and evaluation and the transferable skill of communication.

Unit 3:

Fundamentals of Fashion and Textiles (externally assessed) Learners will study the fundamentals of fashion and textiles including: · materials and components · processes and techniques · tools and equipment · industrial processes · ICT and CAD/CAM · commercial practice · career opportunities.

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

This Level 1/2 Technical Award will enable learners to develop skills in making high quality products using textile materials. Learners will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. They will have the opportunity to use traditional skills and modern technologies. Learners will also gain an understanding of commercial practice and potential career opportunities in the fashion and textiles industries.

Level 1/2 Technical Award in Materials Technology

Who is this qualification for?

This qualification is intended for learners aged 14-16 who are interested in understanding the working properties of woods, metals and polymers (plastics) and wish to use these materials in a practical way. It will particularly appeal to learners who are looking for a course that is practical in nature and will prepare them for further study and employment within related industries.

What will the learner study as part of this qualification?

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

Unit 1:

Skills demonstration (internally assessed) Learners will carry out a number of bite-sized projects to demonstrate their competence in 12 core skills outlined in the specification. This will include the transferable skill of teamwork and one of the mini-projects should allow for this. Learners will produce a series of small made outcomes and record their work in a portfolio of no more than 12 pages.

Unit 2:

Extended making project (internally assessed) Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have developed through

Unit 3.

The project will be in response to a brief, examples of which are included in the specification. Learners will develop skills in planning and development, making, testing, evaluation and communication. Unit 3: Fundamentals of Materials Technology (externally assessed) Learners will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry. The Technical Award in Materials technology will give learners the opportunity to develop an understanding of: · materials and their working properties · processes and manufacture · joining, components, adhesives and finishes · commercial practice · sustainability · careers opportunities.

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will gain a broad understanding of the properties of materials and commercial practice in related industries. They will develop practical skills which will enable them to produce practical outcomes manufactured from woods, metals and polymers. Learners will be expected to apply technical and practical expertise to ensure that a product meets a manufacturing specification and is suitable for its intended purpose. Learners will also develop valuable transferable skills in teamwork and communication.

*Modern Foreign
Language Options*

Modern Foreign Languages

What course can I do?

You have a choice of 3 modern language GCSEs. You can study a 3-year course in either French, or Spanish. All modern language courses count towards the English Baccalaureate.

Why should I study this course?

If you enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying a modern language GCSE is an excellent choice for you! You should also seriously consider doing a modern language GCSE if you think you may want to apply for university one day (whatever subject you wish to study there), as a modern language GCSE is an asset on a university application form, and can even be a requirement from some universities. Learning another language also forms a compulsory part of the IB qualification (International Baccalaureate) which can be studied as an alternative to A levels in the 6th form.

- You will be able to share your interests, ideas and opinions with other people who speak the language.
- You will learn about the countries where the language is spoken and get a lot more out of a trip there.
- You will add an international dimension to your choice of GCSE subjects, which is something many future employers and higher education providers look for.
- You will learn many skills which are useful in a wide range of future careers, such as the ability to communicate clearly, being confident about speaking in public, using problem-solving strategies, etc.
- You will create greater opportunities for yourself to work abroad, or for companies in the UK with international links. Many employers look for people who speak a foreign language.

What do I need to know, or be able to do, before taking this course?

Good news! If you have studied the language in years 7 and 8, you're well prepared to do a GCSE course in that language.

You already have a good grounding in the vocabulary and grammar you'll need for GCSE. You know how to talk about yourself, your family and friends, your hobbies, where you live, school, holidays, food and drink. You'll build on these topics during your GCSE course, as well as moving on to new topics. So you're already part of the way there. The new GCSE has a more modernised syllabus and will feature global areas of interest, employment possibilities and identity and culture. There is also a return to formal grammar and translation to and from your language of choice, as well as the introduction of some basic literature and poetry. The new GCSE also focusses more heavily on countries and communities who speak the target language, outside of the homeland, which gives a different and more global perspective.

How you are assessed

All skill areas now have an equal weighting of 25%

Speaking

The speaking test (or oral exam), is a terminal exam, which means that it is done right at the end of the course. It lasts only around 10-12 minutes and is carried out with your class teacher. You will also have 12 mins to prepare immediately before the exam. The lay out of the new GCSE is as follows:

- A role play card
- A picture based task, where you describe and discuss what you see
- Two conversations (one is chosen in advance by you) the other by the exam board

Writing

For the writing part, you will be assessed by Edexcel. This will be in a terminal examination that will include some translation and tasks involving essay and letter / email writing . There will be more emphasis on technical language and grammar. You will have the choice of which task you do on one of the 4 questions.

Listening and Reading

Listening and reading are both assessed by exam papers in June of year 11. You can take either a Foundation Tier or Higher Tier paper in each skill. The papers contain between 10-12 questions and you answer in English for them all.

In the listening test, you will answer questions on recorded material from different topic areas. Some material will be formal (for example a telephone message) and some informal (for example a conversation between friends). You will hear all extracts twice.

In the reading test, you will answer questions about short texts on different topics, for example text messages, advertisements and emails. There will also be a literature component, where poems or short stories are adapted for the exam. Some of the extracts will be unfamiliar and you will need to identify the correct information.

Where next?

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons! Taking a language GCSE means that you will:

- have much more fun when travelling abroad;
- be able to study AS and A2 language courses;
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV;
- be in a stronger position to get a job in companies with international links or to work abroad, this is the majority of large companies
- Be able to live and work abroad

Humanities Options

Geography

Your course

The course comprises of three elements:

Physical Geography: Living with the Physical Environment

Human Geography: Challenges in the Human Environment

Fieldwork Skills Assessment: Geographical Applications

The student's will have their knowledge and understanding assessed in these three aspects through written examination and external assessment.

How are you assessed?

The course is awarded by the AQA Examination Board.

This GCSE exam in Geography include questions that allow students to demonstrate their ability to:

- Draw together their knowledge, understanding and skills from across the full course of stud
- Provide extended responses.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Geography specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the inter-relationship between places, environments and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context).

Where next?

There are many careers in which the knowledge and skills developed in Geography will be relevant. These include: Sixth Form College courses in Geography, and related courses; and careers in Agriculture, Auctioneering, Aviation, Commerce (including Local Government), Fishery and Estate Management, Surveying, the Services, Banking, Travel and Tourism, the Post Office and Salesmanship. Geography is an excellent foundation subject for any career which requires an employee to be articulate, literate, numerate and aware of the world in all its aspects. It is an interesting and exciting way of finding out about where we live and why events like Tsunamis happen.

History

We offer a 3 year GCSE course in History. This covers the study of many important people, features and events from the Anglo Saxons to the Cold War. We will study both international history and British history. The course has three main aims, which are to develop:

- a critical understanding of the past and how to investigate questions
- an awareness of the ways in which the past has been represented and interpreted
- an understanding of the present in order to enable students in their role as citizens

Our course covers many different areas such as:

Germany 1918-45

Post war problems, Weimar Republic achievements, Life in Nazi Germany, Nazi Terror State, Nazi control of women, children and the Jews

Crime & Punishment 1100 to the present day

Trial by ordeal; Wergild; Witchcraft; the Bloody Code; Gunpowder Plot; Highwaymen; Prison reform; the Death Penalty; Jack the Ripper & Whitechapel; new ideas & definitions of crime

Anglo Saxon & Norman England

Monarchy & government; Godwin family; 1066 succession crisis; Battle of Hastings; Norman Conquest; Saxon resistance; castles; William I & his sons

The Cold War 1945-1970

The origins of the hostility between the USA & the USSR; the Cuban Missile Crisis; American involvement in the Vietnam War

Students will begin their GCSE in Year 9 and complete their exam study in Year 11. The work undertaken in Year 9 will be work designed to enable students to practice key GCSE skills by investigating new areas of study.

We hope to offer several different visits including Belgian battlefields, Imperial War Museum, London Dungeons & after school sessions.

A GCSE in History counts towards the English Baccalaureate

How you are assessed

History GCSE is assessed by 3 exams taken in Year 11

Where next?

GCSE History is a highly respected qualification and may lead to careers in the law, banking, police and many more. However, most people study History because it is interesting, challenging and fun! If you enjoy history, it can lead you to a great future. Look at Dermott Murnaghan, journalist, David Sainsbury, Chairman of Sainsbury's, Diane Abbott, MP and broadcaster. You can also count the likes of Melvin Bragg, Anita Roddick, founder of the Body Shop, Monty Python's Michael Palin, Sacha Baron Cohen (AKA Ali G) Louis Theroux, Jonathan Ross, John Prescott, Gordon Brown, Al Murray and Cold Play's Chris Martin among other history graduates!

Religious Studies GCSE (Philosophy and Ethics)

The Course

Are you interested in the big questions and problems that affect humanity?
Is war ever justified?
Is there a God?
Is the death penalty ever acceptable?
How can a loving God allow bad things to happen?
Are all humans born equal?



If you are interested in these ultimate questions and enjoy thinking creatively and deeply about the world around you:

Then Religious Studies and Philosophy is the course for you.

Religious studies is an engaging, academically rigorous, **humanities** subject.

You will be challenged with questions about **belief, values, meaning, purpose and truth**, enabling you to **develop your own attitudes towards religious, philosophical and ethical issues**.

You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare you for further study.

How you are assessed

Students study four philosophy and ethics topics from a choice of 6:

Theme A: Relationships and families.

Theme B: Religion and life.

Theme C: The existence of God and revelation.

Theme D: Religion, peace and conflict.

Theme E: Religion, crime and punishment.

Theme F: Religion, human rights and social justice.

This accounts for 50% of the course and is assessed with an exam in Year 11 (1h 30m)

Students will also study two religions, Christianity and Buddhism. Beliefs and Practices of both religions are studied.

This accounts for the other 50% of the course and is assessed with an exam in Year 11 (1h 30m)

The course is taught in a variety of ways. Students will have the opportunity to use the latest technologies in their studies and this is blended with more traditional teaching methods to ensure excellent results (93% pass rate 2016). Students will be encouraged to question and develop independent enquiry and research skills. The course is taught by experienced subject experts, with a strong track record of good results.

Where next?

The Russell Group of top UK university state that Religious Studies is:

‘Suitable preparation for university generally’.

Both Oxford and Cambridge Universities include Religious Studies in their top level list of generally suitable courses. Indeed 20% of students who took up a place to read Maths at Oxford University had a Religious Studies A Level.

Therefore Religious Studies is an excellent basis for further study at A level and degree level, whether students carry the subject on or choose to pick other options.

Religious Studies opens up a variety of careers including,

Computing Option

Computer Science

The Course

Students will be introduced to the core principles of Computer Science and develop skills in problem solving and computational thinking.

Students will be expected to understand how computer systems work, and design, implement and analyse algorithms for solving problems. They will become familiar with the hardware and software components that make up a range of computer systems. They will be learning to program and will be designing, reading, writing and debugging programs as well as learning how different types of data are represented in a computer. As computer networks and the internet are part of everyday life they will develop an understanding of the key principles behind the organisation of computer networks. Students will also develop an awareness of the influence of computing technology and the impact this has ethically, environmentally and legally.

How you are assessed

Two written examination papers (40% each)

One programming NEA (Non-exam assessment—20%) - this is an opportunity for the student to demonstrate their practical ability in the skills they have developed in the application of computational thinking. This will be carried out in class time under strict exam conditions with no access to the internet.

Where next?

The course will enable students to move onto GCE Computer Science or BTEC Technical Levels in Computing. It will also provide students with 'underpinning' concepts that will be useful in many other subjects such as mathematics, science and engineering.

What do you need to bring to the course?

All GCSE courses require commitment, effort and enthusiasm and this course is no different. You must also be prepared to question, think logically and solve problems independently. You will be required to bring your mathematical skills to your study of Computer Science along with a large dose of perseverance and resilience.

Physical Education Options

GCSE PE

The Course

Students may opt to take a GCSE in this subject. Physical Education is a practical based subject and the new syllabus is designed to emphasize physical activity.

Candidates will have the opportunity to select three activities from the full range of National Curriculum areas. There will be flexibility within these areas to allow all candidates to show themselves at their best. Activities range from school based through to extra curricular pastimes with video evidence for these likely to be required.

How you are assessed

Assessment of a students abilities is done in the following ways:

- Practical- Students are assessed as a performer and they take their best 3 scores from a range of sports.
- Final Exams: There are two exam papers at the end of the course that assess the theory content of the course. Paper 1 - The human body and movement in physical activity and sport. Paper 2 - Socio-cultural influences and well-being in physical activity and sport

Some Key Modules include:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

The course is based on a 40% internally assessed practical component and two final exams worth 60%

Where next?

GCSE PE is a recognised specification as part of a national qualifications framework. As such, GCSE PE provides progression from Key Stage 3 to Post-16 studies. It lays an appropriate foundation for further study of the subject or related subjects and ultimately will help students make relevant career choices. These could range from PE teaching, leisure management, sports reporting, scientific research, physiotherapy, coaching and many more sport related careers.

In addition, it provides a worthwhile course for candidates of various abilities and from diverse backgrounds in terms of general education and lifelong learning

GCSE Dance

The Course

GCSE Dance is focused on contemporary pupil choreography, assessed individual and group performances and a 1hr written paper comparing and contrasting two professional dance works that we study over the three years.

The current course outline is detailed below.

 <p>Unit 1: Critical Appreciation of Dance (42301) Written Paper – 1 hour 50 marks – 20%</p>	 <p>Unit 2: Set Dance (42302) Practical Examination Solo Performance – 1–1½ minutes 30 marks – 20%</p>
 <p>Unit 3: Performance in a duo/group dance (42303) 3 – 3½ minutes Controlled Assessment 30 marks 20%</p>	 <p>Unit 4: Choreography (42304/A and 42304/B) Task A: Solo Composition 1–1½ minutes 20 marks – 15% Task B: Choreography – solo/duo/group (Solo – 1½ – 2 minutes; duo/group – 2½ – 3 minutes) 40 marks – 25% Unit total: 60 marks – 40%</p>

Why Choose Dance?

“Dance is vital, an activity both exhilarating and liberating to watch or do. The instinct to dance is fundamentally joyous and no matter how hard you try you can’t get away from that for long. It can also be a huge force for good, effectively drawing people together and levelling everyone through sheer hard work. It can speed up your heart rate, it can enliven your being, it can change your life”.

Richard Alston CBE, Dance UK

The GCSE dance course is open to anyone with a passion for dance, regardless of prior attainment or ability. Having prior experience is not a requirement of the course but is beneficial.

Where next?

Studying GCSE Dance is an excellent springboard for students considering a career in Dance, PE and Performing Arts and leads into the A level in Dance.