Please bring this booklet to the Key Stage 4 Choices Evening

**Thursday 2 March 2017**

Students are encouraged to attend with families.

- **6 - 6.30 pm** a formal explanation of the Options process
- **6.30 - 7.45 pm** an informal opportunity to visit subject ‘stalls’

**Other important dates**

- **Tuesday 14 March** full written reports issued to students

**Wednesday 22 March** Subject Consultation Evening

An opportunity to discuss your child’s progress with their various subjects teachers and receive guidance about their option choices. *We strongly encourage families and students to attend this together.*

**Wednesday 29 March** Deadline for completed Options forms.
Introduction

Core Subject Information

GCSE Examinations

BTEC Courses

NCFE VCert Level 2 Courses

Flexible Programmes

Foundation Learning

Looking Beyond Year 11

CORE SUBJECTS

English

Mathematics

Combined Science: Trilogy

Religious Studies with PSHCE and Citizenship

Core Physical Education

OPTIONAL SUBJECTS

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Business Studies

Computer Science

Drama

Food Preparation and Nutrition

Geography

Graphic Communication

History

Information and Creative Technology BTEC

Level 1 / 2 First Award in Sport

Media Studies

Modern Foreign Languages: French, German, Spanish

Music BTEC

Music GCSE

Photography

Physical Education GCSE

Product Design

Separate Sciences: Biology, Chemistry, Physics

Textile Design

ALTERNATIVE OPTIONAL SUBJECTS

NCFE VCert Level 2 Certificate in Business and Entreprise

NCFE VCert Level 2 Certificate in Food and Cookery

NCFE VCert Level 2 Certificate in Health and Fitness

OPTIONS FORM

COURSE FACT FINDER
Introduction to Option Choices

As students approach the end of Year 9, they are required to make some key decisions regarding their future studies. This is an incredibly exciting time for both parents and students alike, as for the first time students have the opportunity to shape their education, tailoring it towards a particular career, aspiration or passion.

They may also begin to consider post-16 options, as recent changes in Government policy insist that all students must stay in education, or work-based training, until they are 18. Here, they have the opportunity to specialise in just 3 or 4 subjects, with university courses and career options very much on their mind.

However, at this stage we believe it is unnecessary to specialise in specific subject areas and recommend students keep a broad choice of subjects.

At Teddington School we are absolutely committed to providing a curriculum that is broad, balanced and meets the need of all our students.

The National Core Curriculum
All students must study the core curriculum: English, Mathematics, the Sciences, Religious Studies, Physical Education, and Personal, Social, Health and Citizenship Education (PSHCE).

Optional Subjects
Students must choose four additional subjects, plus one reserve.

When making these choices, the important considerations must always be what they enjoy and where they have shown an aptitude. Their recent report should help to highlight this, and further discussion with the relevant subjects teachers is highly recommended.

The English Baccalaureate Certificate (Ebacc.)
Students who obtain a grade 5 or better in English, Maths, Science, History or Geography and a Modern Foreign Language (French, German or Spanish) will achieve the English Baccalaureate. This certificate does not involve any additional assessment or examination, but is recognition of the challenging combination of subjects which students have attained a ‘good pass’ in. This is becoming increasingly important and valued by employers and universities and students should be mindful of this when making their option choices.

How to Make Option Choices
The application form is towards the back of this booklet. Students are required to choose four subjects in order of preference, plus a reserve in case we cannot provide the combination of choices requested. Whilst we make every effort to enable as many students as possible to study the subjects they have requested, we cannot guarantee meeting the exact preferences of every child. The running of courses is dependent upon them being sufficiently subscribed and the availability of specialist teachers. If there are any difficulties you will be informed as soon as possible.

Please complete this form and submit it to the school by Wednesday 29 March. Subject choices will be confirmed during the Summer Term.
Core Subject Information

**English Language and Literature**
All students will study both courses in parallel and achieve two separate GCSE qualifications at the end of the course. Further information regarding English can be found in the Core Subject section of this booklet.

**Mathematics**
All students will study mathematics in Years 10 and 11, which leads to one GCSE qualification at the end of the course.

**Science (Trilogy)**
Most Students will take this course, which is worth two GCSEs. Students would be able to pursue any Science at A Level, if they meet the grade entry requirements. It combines key elements of Biology, Chemistry and Physics.

**Separate Sciences**
Students who have an aptitude and interest in Science may choose to study Separate Sciences. The programme of study leads to three GCSEs in Biology, Chemistry and Physics. In general, this is only available to students who reach a level 7 at the end of Year 9.

**Religious Studies (including PSHE and Citizenship)**
This will be provided for all students through the GCSE course which occupies two lessons per week in Years 10 and 11, leading to a GCSE RS qualification at the end of Year 11. Citizenship Education is not an examination course but is an important part of the wider education of students.

Subject Choices
In choosing a suitable programme of subjects students should consider the following aspects:

- The requirements of a broad and balanced curriculum
- Subjects in which they have a keen interest
- Subjects in which they have experienced a measure of success (shown aptitude). The most recent report should give an indication as to this.
- Entry requirements for specific Further and Higher Education institutions
**GCSE Examinations**

These examinations provide a common examination at 16+ with all now awarding grades from 9 (highest) to 1 (lowest).

**Controlled Assessment (CA)**

On some courses a proportion of the examination grade is dependent upon work done by the student during the two years of the course.

**Edexcel BTEC Courses**

BTEC qualifications are designed for students who are more practically-minded, and can be studied at different levels. All students opting for a BTEC course would study it at either Level 1 or Level 2. Students achieve a Pass, Merit, Distinction or Distinction* at the end of the course.

We currently offer Level 1 / 2 First Award in Sport, Music and Information and Creative Technology (ICT). More details can be found in the ‘Options’ section of this booklet.

**NCFE VCert Level 2 Courses**

Similar to BTEC qualifications, the VCert courses are designed for students who are more practically-minded, or whose skills may not suit the GCSE style of qualification. We offer three different VCert courses, all of which are completed on a computer-based package in school. Students achieve either a Pass, Merit, Distinction or Distinction* at the end of the course.

We currently offer V Certs in Business and Entrepreneur, Food and Cookery, and Health and Fitness. More details can be found in the ‘Alternative Options’ section of this booklet.

**Flexible Programmes**

Some students may wish to supplement their ten GCSEs with further courses, and as such, we provide two additional courses which are designed to support and develop students’ learning.

Latin and Additional Mathematics are available for students who meet the entry criteria. For Latin, students will have completed two years of introductory study. Additional Mathematics would be offered to students in Set 1 or 2 for Mathematics. These courses however will run outside of normal curriculum time.

**Foundation Learning**

This is a non-examination course which is offered to students who might benefit from consolidating their learning and working in a small, supportive group. These will be tailored to meet the needs of individual students.

Course aims:

To provide additional support in core subjects and skills.
To develop the skills necessary for GCSEs, including forward planning, organising work, meeting deadlines and revision skills.
To offer opportunities outside the classroom that will support students’ social, emotional and behavioural development by focusing on teamwork and communication skills.
To provide small group tuition to reinforce essential skills in English and Mathematics.
Looking Beyond Year 11

Whilst the choices students make in the coming months will shape their next two years at Teddington School, they will also have an impact on their options after Year 11. This may involve staying on at Teddington School Sixth Form, going to another college or gaining employment with training. In the UK there are qualifications at six different levels (see the table below) and students are about to embark on courses that will begin to take them through these levels. It is important to know what opportunities will be available based on these choices.

**Level 3**

To progress onto A level courses or Level 3 vocational courses (e.g. BTEC Diplomas / BTEC Nationals, Level 3 VRQs / NVQs) they will need to have at least 5 GCSE grades at grade 5 or above or equivalent grades on vocational courses.

**Level 2**

Where students have achieved at least 5 GCSE grades, grade 4 or below, they will be able to progress onto Level 2 courses (BTEC First Awards, Level 2 VRQ / NVQ, Level 2 NVQ, Training & Apprenticeships).

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<th>Level of Qualification</th>
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<td>A/AS levels, International Baccalaureate</td>
<td>Applied A levels, BTEC Diploma, BTEC Nationals Level 3 VRQ / NVQ</td>
<td>Level 3 NVQ &amp; Apprenticeships</td>
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<td>Intermediate Level</td>
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<td>BTEC First Awards Level 2 VRQ / NVQ</td>
<td>Level 2 NVQ Trainees &amp; Apprenticeships</td>
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<td>Foundation Level</td>
<td>5 GCSEs Grades D-G</td>
<td>Level 1 qualifications offered by colleges</td>
<td>Level 1 NVQs First jobs in offices, industry &amp; commerce</td>
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**Going on to University**

Students who are considering applying for a particular university course should check that their choices will be suitable. In general, universities will be looking for students with good academic outcomes and outstanding study skills and habits. The Russell Group, which represents some of the UK’s leading and many competitive universities, has published a guide to assist students with their decision making about post-16 education, called ‘Informed Choices’. They identify a number of A level subjects that are required ‘more often than others’ for entry onto their degree courses. These subjects are: Mathematics / Further Mathematics, English Literature, Physics, Biology, Chemistry, Geography, History and Languages (Classical & Modern).

**For further information about progression beyond Year 11, contact Ms N Meston, Director of Sixth Form.**
English

English Language and English Literature
GCSE English Language and Literature builds upon the work and learning of KS3 English. It requires students to study a range of Literature pre and post 1900 and a range of non-fiction texts. Students need to demonstrate their ability to explore the effects of language and its links to purpose and audience, they also need to be able to write confidently about how texts are constructed. In addition, they are required to be able to write fluently and accurately for a range of different purposes and audiences.

Students will be taught in groups based on their targets, which are determined by their progress at Key Stage 3 (in particular in Year 9 and performance in the final exams in Year 9). All students will be following the same linear course and their GCSE grades will be determined by their performance in the final exams in Year 11.

Please note that the structure of GCSEs has changed: there is no coursework or controlled assessment, and there is an increased weighting for accurate grammatical writing in English Language and a new emphasis on responding to unseen texts in Literature.

The English Department will be teaching students in themed units which address both Language and Literature skills in order to prepare for the exams and will be assessing performance at the end of each unit in order to inform students and the school of their progress towards their targets.

Assessment

English Language
Paper 1: Explorations in Creative Reading and Writing – 50% of assessment
Paper 2: Writer’s Viewpoints and Perspectives - 50% of assessment
Non-examination assessment, Spoken Language Assessments

English Literature
Paper 1: Shakespeare and the Nineteenth Century novel – 40% of assessment
Paper 2: Modern texts and Poetry - 60% of assessment

Students will be practising to improve their skills with explicit reference to the English AOs (Assessments Objectives). They will be graded from 1 to 9 (1 being the lowest and 9 being the highest) in key assessments and examination practices.

Careers Using English
Almost all careers require the ability to speak, read, and write well. English is particularly useful for: Law, Journalism, Acting, Publishing, Advertising, Teaching (in the UK and abroad), Web Design, Information Departments, and Public Relations.

Contact: Mrs H Yarker Examination Group AQA
GCSE Mathematics builds upon the foundations of mathematics which have been taught during KS3. Work at KS4 broadens and deepens students’ prior understanding, as well as introducing new concepts in the areas of algebra, number, ratio and proportion, geometry, statistics and probability. Alongside reinforcing and introducing new concepts, there is an emphasis on refining skills such as interpreting questions, selecting the knowledge required to answer them and communicating decisions concisely and mathematically.

Students are taught in sets based on their progress at the end of Key Stage 3. Students begin the GCSE course after the May half-term in Year 9 following their end of KS3 exams earlier in the month. Students are entered for either Higher or Foundation tier Mathematics. Currently, students in sets 1 - 3 study for the Higher tier and students in sets 4 - 5 study for the Foundation tier.

The grades accessible for each tier are as follow:
Higher (H) 4 - 9
Foundation (F) 1 - 5

Assessment
The examination board for Mathematics is Edexcel. The GCSE Mathematics grade will be determined by a student’s performance in the final exams in Year 11. There are three written papers which are equally weighted and examine knowledge and understanding of mathematical methods, the ability to select and apply mathematical methods, the ability to reason mathematically and draw conclusions or make deductions, and to communicate concisely and mathematically.

Students are internally assessed throughout the two year course. Students will be given grades for each internal assessment to help them monitor their own progress. After these assessments, students will be given help in order to target areas to revise and improve their understanding. Additionally, in Year 10 there will be longer term tests covering several modules of work as well as an end of year exam. In Year 11, there will be several mock exams. Set changes may occur as a result of term tests, end of year exams or mock exams. These changes may include a change in tier, although in this case, the student and parent will be consulted.

Careers Using Mathematics
Mathematics underpins much of the modern world and as such, students need to have a secure knowledge of functional mathematics. Some students will continue to study mathematics but many careers depend on the skills learnt at school, for example accountancy, careers buying and selling, computer programming, the building industry including architecture and quantity surveying, all disciplines of engineering, insurance and underwriting and other financial services.
Combined Science: Trilogy

Course Outline

**Biology:** Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.

**Chemistry:** Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

**Physics:** Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure.

We know that practicals are not only one of the most engaging parts of a science education, but are also essential for students’ understanding on science theory. During this course there are 16 required practicals.

Assessment

In total there are 6 written papers, two in Biology, two in Chemistry and two in Physics. Each paper will assess knowledge and understanding from distinct topic areas.

Each examination will be available in two tiers, Foundation (F) or Higher (H). The tier taken should be appropriate to the candidate’s expected attainment in that unit.

All tests will consist of objective style questions as well as structured questions; in one of the structured questions candidates will be awarded marks for using good English, organising information clearly and using scientific words correctly. The types of question used will involve recognition, completion and more in-depth tasks designed to assess candidates’ ability to recall, understand, use and apply the content of the module.

Each examination will account for 16.7% of the final mark, will have 70 marks per paper and will last 1 hour and 15 minutes. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the required practicals. These questions will count for at least 15% of the actual marks for the qualification.

The qualification will be graded on a 17 point scale 1 - 1 to 9 - 9 where 9 - 9 is the highest grade. A student taking the Foundation tier will be awarded a grade within the range of 1 - 1 to 5 - 5. A student sitting the Higher tier will be awarded a grade within the range 4 - 4 to 9 - 9.

**Careers using Science:** Architect, Engineer, Nurse, Veterinary nurse, Art restorer, Industrial chemist, Motor mechanic, Land surveyor, Scenes of crime officer, Nature conservationist, Zoo keeper, Careers in the ambulance service, recording engineer, Laboratory technician, Beauty therapist.

Contact: Mr E Josypenko & Mrs C Watts

Examination Group AQA
Religious Studies with PSHE and Citizenship

Course Outline

The main aim of the RS / Citizenship course is to develop a greater understanding of the issues that are facing the modern world. This is explored through religious and non-religious viewpoints. Students are encouraged to examine different responses to moral and ethical issues. This course does not require you to be religious and is designed to be accessible to persons of any religious tradition or none. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Assessment

Students will commence the new AQA Religious Studies specification in Year 9 and sit two exams at the end of Year 11, leading to a full GCSE in Religious Studies. The GCSE has two components and will be assessed under the new grading system of 1 - 9.

Component 1: Beliefs, teachings and practices of two religions

This unit will develop students’ understanding of specific religious beliefs. It is assessed through one 1 hour and 45 minutes exam paper at the end of Year 11. In this unit, students will study key beliefs and teachings in Christianity and Islam.

Component 2: Thematic studies

This unit will consider religious, philosophical and ethical studies from both religious and non-religious viewpoints. It is assessed through a 1 hour and 45 minutes exam at the end of Year 11 and will be worth 50% of the total GCSE marks. This unit is formed of four themes:

Theme A: Relationships and families. Marriage, parenting, contraception, sexual relationships before marriage, homosexual relationships, families and gender equality.

Theme B: Religion and life. Abortion, euthanasia, animal experimentation, the origins and value of the universe, the origins and value of human life and environmental issues.

Theme C: Religion, peace and conflict. Justice, forgiveness, violence, weapons of mass destruction, pacifism, causes and victims of war, terrorism and peacekeeping.

Theme D: Religion, crime and punishment. Corporal punishment, the death penalty, forgiveness, the causes of crime, the aims of punishment, treatment of criminals, prison and community service.

Careers using RS / Citizenship: A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skill you develop will support you in further studies and employment. Furthermore, as you enter the world of work, you will be expected to work alongside people with different beliefs than your own. Religious Studies will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as Social work, Charity work, Welfare rights, Youth work, Teaching, Human resources, Police force and Nursing. In fact, any profession that brings you into contact with other people.

Contact: Mrs N Green          Examination Group AQA (Specification A)
Core Physical Education

This is a compulsory subject. Every student takes one double lesson per week. This is an opportunity to select from a range of activities as well as learning about a healthy active lifestyle.

Course Outline

For those students in core PE lessons who have not opted for the examination routes we offer a broad and varied curriculum, designed to enable all students to participate in a range of physical activities. Throughout the year, students will have the opportunity to opt for the activities they are taught, enabling them to have a personalised experience in PE.

Through this core option, students will have an opportunity to develop team work, communication and confidence, as well as their health and fitness. The aim of Core PE is to promote life long participation in physical activity; ensuring students understand the mental, social and physical benefits of regularly taking part in sport and leisure.

Contact: Ms A McGrandles
Art and Design

Course Outline

Students will be introduced to a variety of experiences exploring a range of two and/or three-dimensional media, techniques and processes including both traditional and new technologies. They will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples which will be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates’ understanding of different styles, genres and traditions.

Students will explore and develop ideas by combining or overlapping the areas of study:

Fine Art: drawing, painting, mixed media, sculpture, land art, installation and printmaking
Graphic Communication: illustration, advertising, packaging design, design for print, communication graphics and computer graphics
Three-Dimensional Design: ceramics, sculpture, jewellery, exhibition design, design for theatre, product design and environmental art and design
Photography: lens-based and light-based media including theme-based photography, portraiture, landscape and still-life.

Assessment

Component 1: Portfolio of Work 60% of the GCSE Grade - (Coursework)

This is arranged as a sustained project (3 terms) and a selection of further portfolio work (1 term).

A sustained project developed in response to a subject, theme, task or brief, evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through and extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further portfolio work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; and independent study.

Projects will be based upon themes which will be developed by selecting and controlling ideas, processes and materials in ways which are appropriate. Students will use a wide range of skills including drawing, painting, 3D work, photography, IT and printmaking. They will research and study the work of other artists from different times and cultures to support the practical work.

Component 2: Externally Set Task 40% of the GCSE Grade - (Examination)

The externally set task will be issued from 1st January in the year of the examination. Students will undertake 11 - 13 weeks of preparation studies to respond to their chosen starting point. Students will then undertake 10 hours of sustained focused study in order to produce a final response to externally set task.

Component 1 and Component 2 will be marked by the examination centre and moderated by AQA.

Careers Using Art and Design

Artist, Graphic Designer, Photographer, Picture Editor, Stylist, Gallery Curator, Art Historian, Set Designer, Photo Journalist, Film Animator, Illustrator, Web-Site Designer, Advertising, Product Designer, Higher Education, Teacher.

Contact: Ms S Reidy Examination Group AQA
Business Studies

Course Outline

While studying the two themes of this course, you are likely to learn a lot of new concepts. You will be introduced to the world of small businesses and will look at how to build a business.

Theme 1

This theme focuses on the key business concepts, issues and skills involved in starting and running a small business.

Theme 2

This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. You will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy.

Assessment

There are two examination papers

Theme 1: Investigation Small Business
Written Examination: 1 hr 30 mins
50% of grade

Theme 2: Building a Business
Written Examination: 1 hr 30 mins
50% of grade

This course is ideal for:

The varied nature of the course and the analytical and evaluative skills gained will equip you well for Sixth Form or College Studies. After A Levels, many students progress to university to study a degree in Business or a related subject such as Marketing, Finance, Accounting or Economics, although the knowledge and skills gained are relevant to a wide range of subject areas. In respect of employment, you will be well prepared to enter the world of Finance, Accountancy and Banking, or for various roles in companies.
Course Outline
This specification enables learners to develop knowledge and understanding of the fundamental principles and concepts of computer science. Develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts. Gain practical experience of designing, writing, and testing computer programs that accomplish specific goals. Develop the ability to reason, explain and evaluate computing solutions. Develop awareness of current and emerging trends in computing technologies. Develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. Communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology.

Selection Criteria: Students should be in sets 1 or 2 Mathematics and 1 or 2 Science.

Principles of Computer Science (40%) - 100 minute examination
This covers the following topics:

- Algorithms
- Programming
- Data
- Components of computer systems
- Networks
- The bigger picture

Application of Computational Thinking (40%) - 120 minute examination
This covers the following topics:

- Algorithms
- Programming

Practical Programming (20%) - Internally assessed 20 hours
This is a practical ‘making task’ that enables students to demonstrate their computational techniques using a programming language. Students will:

- Decompose problems into sub-problems
- Create original algorithms or work with algorithms produced by others
- Design, write, test, and evaluate programs.

Careers Using Computer Science
Software Developer, Software Engineer, Systems Engineer, Java Developer, Web Developer, Systems Administrator, Project Manager, Network Engineer
Drama

Course Outline

This course is for you if you enjoy:
Expressing yourself in an active and exciting way
Working in a group
Contributing your ideas and taking onboard those of others
Exploring ideas by putting yourself in other people’s shoes
Playing many roles in a variety of different situations
Devising your own drama work
Exploring and studying plays

During the course you will consider:
Acting
Stage craft
Script Study
A variety of styles and genres of Theatre
Devising
Improvisation
Physical Theatre
Playwrights

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will also find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

Assessment

Component 1 Understanding Drama - 40% (externally assessed)
This component is a written exam in which students are assessed on their knowledge and understanding of how Drama and Theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others. Students have 1 hour 45 minutes to answer the paper. The paper is divided in three compulsory sections: Section A: Theatre roles and terminology; Section B: Study of set text; Section C: Live theatre production.

Component 2 Devising Drama - 40% (internally assessed, externally moderated)
This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaningful theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work. Produce an individual devising log documenting the devising process - marked out of 60. Contribute to a final devised duologue or group performance - marked out of 20.

Component 3 Texts in Practice - 20% (externally assessed)
This is practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. Students must complete two assessment tasks. Study and present two key extracts from a play chosen by the student. Each contribution is marked out of 25.

Careers Using Drama
Theatre – performer, actor, lighting/sound technician, researcher, designer, television researcher, production assistant, drama therapist or youth worker.
Any profession that involves public speaking.

Curriculum Leader: Ms A McGrandles
Examination Group Edexcel
Course Outline

Areas of study will be:

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

This course was created in response to modern concerns and perceived gaps in public knowledge relating to nutrition and food-related health, food production, sustainability and responsible consumerism.

It is current and relevant to all future adults.

Lessons will include practical cookery, investigation and experimental activities.

Students will often be required to provide their own ingredients for dishes which will then be brought home.

Assessment

1. Written Exam

1 hour 45 minutes - Worth 50% of the final GCSE grade

Non Examination Assessment (NEA) (formerly “Coursework”)

Task 1: Written report (1,500 - 2,000 words) including photographic evidence of the practical investigation.

Task 2: Written portfolio including photographic evidence of the three final dishes.

Food preparation and cooking are essential elements of the NEA tasks.

Further Study and Careers

An excellent stepping-stone into all aspects of the food industry (Hospitality, Product Development and Food Retailing) and Health and Social Care (Nursing, Child Care, Nutrition and Dietetics). Also combines well with the study of Biology, Geography and Sport Science.
Course Outline

Geography at GCSE consists of Physical and Human Geography with an important emphasis on field work (in two contrasting locations) and associated skills. Issues of sustainability and global significance including managing changing environments and resource management for the future play an important role. Students are encouraged to make decisions themselves, based on geographical evidence.

Course Units

Paper 1: Living with the Physical Environment

Section A: Challenge of Natural Hazards
- Tectonic Hazards
- Weather and Climate

Section B: Physical Landscapes in the UK
- Coast
- Rivers

Section C: Living World
- Ecosystems and Tropical Rainforest
- Hot Deserts

Paper 2: Challenges in the Human Environment

- Urban Issues and Challenges
- Changing the Economic World
- Resource Management (with focus Energy)

Paper 3: Geographical Application

Issue evaluation (from pre-release)
Compulsory questions based on pre-release material 9 weeks prior to June examinations.

AND

Fieldwork (human and physical including interaction).
Compulsory questions based on candidate’s own field work.

Assessment

Unit 1 examined: 1 hour 30 minute examination / 35%
Unit 2 examined: 1 hour 30 minute examination / 35%
Unit 3 examined: 1 hour 15 minute examination / 30%

Careers Using Geography

Tourism, Weather Forecaster, Geologist, Ecologist, Town Planner, Travel Writer, Entrepreneur, Journalist, Charity, Media, Environmentalist, Law, TV Presentation, Explorer, Development Consultant, Market Research, Land Surveyor. The transferable skills and decision making qualities offered by Geographers are attractive to employers, colleges and universities. Geographers are consistently top of the list of most employable graduates on leaving university.

Curriculum Leader: Mr A Hansen          Examination Group AQA
Graphic Communication

Course Outline
Candidates will be introduced to a variety of experiences exploring a range of graphic media, techniques and processes including both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to a range of Graphic Communication from past and recent times, including European and non-European examples which should be integral to the investigation and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates’ understanding of different styles, genres and traditions.

Students will explore drawing for different purposes and needs and will work in one or more area of Graphic Communication such as those listed below. They may explore overlapping areas and combinations of areas:
Illustration
Advertising
Packaging design
Communication graphics
Design for print
Digital media
New media practices such as computer generated imagery
Lens and light based media

Assessment
Component 1: Portfolio of Work 60% of the GCSE Grade - (Coursework)
This is arranged as a sustained project (3 terms) and a selection of further portfolio work (1 term).
A sustained project developed in response to a subject, theme, task or brief, evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through and extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further portfolio work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; and independent study.

Projects will be based upon themes which will be developed by selecting and controlling ideas, processes and materials in ways which are appropriate. Students will use a wide range of skills including drawing, painting, 3D work, photography, IT and printmaking. They will research and study the work of other artists from different times and cultures to support the practical work.

Component 2: Externally Set Task 40% of the GCSE Grade - (Examination)
The externally set task will be issued from 1st January in the year of the examination. Students will undertake 11 - 13 weeks of preparation studies to respond to their chosen starting point. Students will then undertake 10 hours of sustained focused study in order to produce a final response to externally set task.

Component 1 and Component 2 will be marked by the examination centre and moderated by AQA.

Careers Using Graphic Communication

Curriculum Leader: Mrs R Zebrowski   Examination Group AQA
History

Course Outline

History at GCSE consists of a study in breadth, depth and source analysis. Each of these units focuses on enquiries about change and continuity, causation and the significance of specific events within each topic. Students will be encouraged to develop their own opinions and analysis based on the historical evidence.

You will study 3 topics:

Unit 1  A Study in Development (Examination)

The Development of Medicine

A chronological study of medicine from Roman times to present day. Analysing how treatments, causes and interventions have changed over time and answering the question, ‘Why do we live longer today than at any other time in history?’ There is also a depth study on WWI and how advances in surgery improved because of war. We will be looking at key factors in the changing history of medicines, e.g. Religion, War, Chance, Science and Technology, Individuals, Teamwork.

Unit 2  Period Study and British Depth Study (Examination)

Early Elizabethan England c1558-1588

Religious problems, Plots and revolts, War with Spain. Social history including Education, Leisure, the poor and exploration.

Superpower Relations and the Cold War c1941-1991

Origins of the Cold War, Why were the USSR and America afraid of each other?, Cold War Crises (e.g. Cuban Missile Crisis), end of the Cold War and the Collapse of Communism in the Soviet Union.

Unit 3  Modern Depth Study (Examination)

Weimar and Nazi Germany c1918-1939

The impact of WWI on Germany, Why the Nazis gained control, How Adolf Hitler took control of Germany, Life in Nazi Germany, Opposition to the Nazi.

Assessment

Paper 1:  Medicine in Britain c1250 - present  1 hour 15 mins (30%)

Paper 2:  Early Elizabethan England, Superpower Relations and the Cold War c1941 - 1991
1 hour 45 mins (40%)

Paper 3:  Weimar and Nazi Germany  1 hour 20 mins (30%)

Careers Using History

Archaeologist, Solicitor, Researcher for TV/Film/Media, Set Designer, Museum Education Officer, Journalist, Barrister.
Course Outline

The BTEC Firsts in Information and Creative Technology have been developed to inspire and enthuse learners to become technology savvy - to become producers of technology - and computer-based products and systems, rather than just consumers of them. This involves learners creating technology-based products or systems.

Course Content

The four core units of the qualification provide learners with the foundation that the rest of the units build on.

Unit 1: The Online World provides an introduction to how the internet / web works.
   External Exam.

Unit 2: Technology Systems introduces how systems work, as well as covering programming concepts.

Unit 3: A Digital Portfolio provides learners with an opportunity to showcase their work developed throughout the course to prospective educational institutions and employers, by creating a digital portfolio.
   External Exam.

Unit 17: Multimedia Products Development is a practical unit providing an introduction to the digital information age, where multimedia plays an ever expanding and increasingly important role in daily life.

Unit 18: Computational Thinking provides a formal introduction to the relevant thinking concepts, such as algorithmic and logical thinking, and mathematical methods, such as Boolean operations and functions, that underpin the topic. Computational thinking skills are require extensively in any IT / Computing career and are very much valued by employers.

Unit 19: Computing in the Workplace provides an insight into the career opportunities in the sector, the skills valued by employers in the workplace and the social media / communications skills that are needed in order to successfully deliver projects. The following two exciting new mandatory units will give learners a deeper and broader skills and knowledge base that will help them to progress.

Careers Using Information and Creative Technology

Software application, Website developer, App designer, Hardware and Software technician, Project manager.
Course Outline

The course is Modular, comprising of six assessed units. Five of the units are coursework and one is externally assessed via an online examination.

The First Award is an academic qualification for those who wish to study further, either in the leisure industry or for A Level Sports Science, Physical Education or a Vocational Diploma in Sport. It is also a personal education in the benefits of regular involvement in physical activity. **Students may not study this course as well as GCSE Physical Education. Please seek advice for your PE teacher.**

The Aim of the Award

Develop a range of employability skills and techniques, understanding, personal qualities and attitudes essential for success in working life
Develop the learner’s abilities in sport and leisure through effective use and combination of the knowledge and skills gained in different parts of the qualification
Provide specialised studies directly relevant to sport and leisure, related sectors in which learners are working or seeking employment
Provide a stepping stone into employment in the sport and leisure industry where some previous experience is necessary to gain initial employment
Provide suitable qualification for learners to progress onto a range of further study at Level 3 and beyond

The Edexcel Level 1 / 2 First Award in Sport is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Learners must complete the two core units and a choice of optional units to reach a total of 120 GLH. The First Award has units that your centre assesses (internal) and a unit that Edexcel sets and marks (external).

<table>
<thead>
<tr>
<th>Unit</th>
<th>Units</th>
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<tr>
<td>1</td>
<td>Fitness for Sport and Exercise</td>
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<td>30</td>
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<tr>
<td>2</td>
<td>Practical Sports Performance</td>
<td>Internal</td>
<td>30</td>
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<tr>
<td>3</td>
<td>The Mind and Sports Performance</td>
<td>Internal</td>
<td>30</td>
</tr>
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<td>The Sports Performer in Action</td>
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<td>5</td>
<td>Training for Personal Fitness</td>
<td>Internal</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Leading Sports Activities</td>
<td>Internal</td>
<td>30</td>
</tr>
</tbody>
</table>

Contact: Ms A McGrandles
Examination Group Edexcel
Media Studies

Course Outline

The media is all around us. Not only does it entertain us, but it also shapes our own thoughts and opinions, often without us even realising it. As a result, there is a new skill we must develop; media literacy. At Teddington School, we work to understand how and why different TV shows, adverts, apps and films are created, and then have a go at making our own. In doing so we develop our own literacy and are better placed to be successful in the modern world.

Media Studies at Teddington School also develops transferable skills, such as: creativity, analysis, evaluation, organisation, design, collaboration, reflection and communication. These are key attributes that will help you in any further education or career area.

Throughout the course students will be assessed on both practical and written work so regular attendance is vital. In addition to this, homework, including preparation and research are an integral part of the course.

Although practical production is worth 30% of the GCSE, it must be understood that writing comparative essays, treatments, scripts and evaluations is a vital part of the process. Therefore, Media Studies GCSE suits students who are already comfortable with extended writing tasks.

Assessment

Unit 1: Textual Analysis Exam (35%)
Unit 2: Exploring Media Exam (35%)
Unit 1: Creating Media Non-Exam Assessment (30%)

Students will learn how to analyse the representation of events, issues, places, individuals and social groups using technical language. This involves considerations of cinematography, editing, mise-en-scene, soundtrack and performance. The theoretical frameworks of media language, representation, audiences and industries informs all investigations into a range of mediums and products.

Creative work involves using Adobe Photoshop and Adobe Premiere, which are standard to journalism, design and other media industries.

The learning covers advances theory in television, audience, film (Todorov and Propp), narrative (Reich), advertising (Leiss and Kline), and representation (Mulvey and Kilbourne).

Careers Using Media Studies

Advertising, TV/Film/Video Director, Editor – Books/Magazines/Newspapers, Entertainment Manager, Film/TV Camera Operator, TV Floor Manager, Journalist, Careers in Marketing, Radio/TV Presenter, Press Officer, TV/Film/Video/Radio Producer, Public Relations, Publicist, Research, Sound Recordist, Production Assistant, Writer and Market Researcher.

Curriculum Leader: Mr K Campbell
Examination Group OCR (exam board and assessments are subject to change)
Modern Foreign Languages

Course Outline: French/German/Spanish
In KS4 we build on and extend the language taught at KS3 (in French and German). Emphasis in lesson time is on developing communication skills especially listening and speaking. Students will be expected to express and develop thoughts and ideas orally and produce grammatically accurate and more extended written assessments.

Students are expected to understand and provide information and opinions about the following themes relating to their own experiences and those of other people, including people in countries/communities where the target language (TL) is spoken.

Identity and culture
Me, my family and friends: Relationships with family and friends, marriage/partnership.
Technology in everyday life: Social media, mobile technology.
Free-time activities: Music, cinema and TV, food and eating out, sport.
Customs and festivals in TL-speaking countries/communities.

Local, national, international and global areas of interest
Home, town, neighbourhood and region.
Social issues: Charity/voluntary work, healthy/unhealthy living.
Global issues: The environment, poverty/homelessness.
Travel and tourism.

Current and future study and employment
My studies.
Life at school/college.
Education post-16.
Jobs, career choices and ambitions.

Spanish (fast track)
Students who choose to study Spanish should be strong linguists. They should be well focused, have shown themselves to have a strong grasp of the key grammatical concepts (especially tenses) in the language(s) they are already studying at school. They will cover the same topics and structures as for French and German GCSE only in a reduced timescale of two years (instead of 4 or 5). Students choosing this option should be prepared to put in additional time at home to familiarise themselves with the basics and be working at Level 7 by the end of Year 9 in French and/or German. Where students have a particular background in Spanish please discuss this with the Curriculum Leader (Ms S Green) in advance.
Modern Foreign Languages

Assessment
The exam may be entered at Foundation Tier - F (Grades 1-5) or at Higher Tier - H (Grades 4-9). Students must take all four question papers at the same tier.

Paper 1: Listening  35 mins (F) - 45 mins (H), 25%. Questions in English and in TL.
Paper 2: Speaking  7 - 9 mins (F) + preparation time; 10 - 12 mins (H) + preparation time, 25%. Role play, photo card questions and general conversation.
Paper 3: Reading  45 mins (F) – 60 mins (H), 25%. Questions in English and in TL, translation into English.
Paper 4: Writing  60 mins (F) - 75 mins (H), 25%. Message, short passage, translation into TL and structured writing task.

Careers Using Languages:
Employers in very different areas of the job market consider languages as a valuable asset. Knowing more than one language enhances opportunities in, for example, media, government, business, medicine and health care, law enforcement, teaching, technology, the military, communications, industry, social services and marketing. Some careers that specifically require languages include those in Travel and Tourism, International Sales and Marketing, the Diplomatic Service, Interpreting, Translating and Journalism. Some universities request that perspective students have at least one GCSE in Modern Foreign Languages.
Music BTEC

Course Outline

BTEC Firsts Level 2 Awards in Music are modular courses. Students achieve an award equivalent to 1 or 2 GCSEs. The BTECs are an academic qualification for those who wish to study further, either in the music industry or for a vocational diploma in music. The BTEC is designed for students interested in practical music making and key music industry skills. *Students will normally not be able to study this course as well as GCSE Music. Please seek the advice of your Music teacher.*

The aims of the Awards

Develop a range of employability skills and techniques, understanding, personal qualities and attitudes essential for success in working life.

Develop learners’ abilities in Music through effective use and combination of the knowledge and skills gained in different parts of the qualification.

Provide specialised studies directly relevant to the music industry and related sectors in which learners are working or seeking employment.

Provide a stepping-stone into employment in the music industry where some previous experience is necessary to gain initial employment.

Provide suitable qualification for learners to progress onto a range of further study at level 3 and beyond as well Music Technology A Level.

Course content

<table>
<thead>
<tr>
<th>Unit</th>
<th>Criteria</th>
<th>Title</th>
<th>How Assessed</th>
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<td>Core Unit</td>
<td>The Music Industry</td>
<td>Externally Assessed</td>
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<tr>
<td>8</td>
<td>Core Unit</td>
<td>Music and Production Analysis</td>
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<tr>
<td>2</td>
<td>Optional Units</td>
<td>Managing a Music Product</td>
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</tr>
<tr>
<td>3</td>
<td>Optional Units</td>
<td>Introducing Live Sound</td>
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<tr>
<td>5</td>
<td>Optional Units</td>
<td>Introducing Music Performance</td>
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</tr>
<tr>
<td>6</td>
<td>Optional Units</td>
<td>Introducing Music Recording</td>
<td>Internally Assessed</td>
</tr>
<tr>
<td>14</td>
<td>Optional Units</td>
<td>Producing a Music Recording</td>
<td>Internally Assessed</td>
</tr>
</tbody>
</table>

Careers Using Music Technology:

Musician, Composer, Primary / Secondary School Teacher, Arranger, Producer, Sound Engineer, TV Producer.

Curriculum Leader: Mr W Cragg
Examination Group Edexcel
Music GCSE

Course Outline

Paper 1 Performing 30%

a) Solo Performing. Candidates will play/sing one solo piece.
b) Ensemble Performing. Candidates will perform one ensemble piece.

Paper 2 Composing 30%
Composition I - one composition written to a brief set by the examination board, based on one of the Areas of Study.
Composition II - one free composition based on a different Area of Study.

Paper 3 Listening & Appraising 40%
Written paper lasting 1 hour 45 mins.
Section A - Areas of Study, dictation and unfamiliar pieces.
Section B - Extended response comparison between a set work and one unfamiliar piece.

Assessment

Papers 1 and 2 are internally assessed and externally moderated. Paper 3 is externally assessed.

Areas of Study

Musical Forms and Devices
Set work: Eine Kleine Nachtmusik, Movement 3 (Mozart 1787)

Music for Ensemble

Film Music

Popular Music
Set work: Since You’ve Been Gone (Rainbow 1979)

Careers Using Music

Musician, Composer, Primary/Secondary School Teacher, Arranger, Producer, Sound Engineer, TV Producer.
Photography

Course Outline
Students will be introduced to a variety of experiences exploring various aspects of Photography. They will be doing research into relevant resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities. Students will produce their own shoots for projects set and present detailed written, critical analysis of the work of other photographers highlighting how this research is guiding their own development. Students will therefore need good language skills. All work will be digital, using industry standard software including Photoshop, Bridge and InDesign. The ability to use computer programmes confidently is desirable.

Students will work with different genres of photography:
Portraiture (exploring people and identity)
Landscape photography (working from the built or natural environment).
Documentary photography, photo journalism, narrative photography, reportage
Fine Art photography, photographic installation
Photography involving a moving image, (television, film and animation).
New media practice such as computer manipulated photography and photographic projections.

Assessment
Component 1: Portfolio of Work 60% of the GCSE Grade - (Coursework)
This is arranged as a sustained project (3 terms) and a selection of further portfolio work (1 term).
A sustained project developed in response to a subject, theme, task or brief, evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through and extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
A selection of further portfolio work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; and independent study.
Projects will be based upon themes which will be developed by selecting and controlling ideas, processes and materials in ways which are appropriate. Students will use a wide range of skills including drawing, painting, 3D work, photography, IT and printmaking. They will research and study the work of other artists from different times and cultures to support the practical work.

Component 2: Externally Set Task 40% of the GCSE Grade - (Examination)
The externally set task will be issued from 1st January in the year of the examination. Students will undertake 11 - 13 weeks of preparation studies to respond to their chosen starting point. Students will then undertake 10 hours of sustained focused study in order to produce a final response to externally set task.
Component 1 and Component 2 will be marked by the examination centre and moderated by AQA.

Careers Using Photography and Film
Photographer, Photo Journalism, Fashion Photographer, Advertising, Fine Artist, Video/Film Editor, Gallery Curator, Higher Education, Teacher.

Curriculum Leader: Mrs S Mulvey Examination Group AQA
**Physical Education GCSE**

**Course Outline**

The change in syllabus contents has seen an increased emphasis on the theoretical content, which is now worth 60% and assessed through two written examinations. The GCSE will be graded 9-1, where 9 is the top grade. The Non-Examined Assessment (NEA) is worth 40% comprising of practical performance and performance analysis, both of which will be internally assessed and externally moderated.

**Paper 1: The Human Body and Movement in Physical Activity and Sport**

Written examination: 1 hour 15 minutes, 30% of the qualification, 78 marks available.

Topic 1: Applied Anatomy and Physiology
Topic 2: Movement Analysis
Topic 3: Physical Training
Topic 4: Use of Data Assessment

**Paper 2: Socio-Cultural Influences and Well-being in Physical Activity and Sport**

Written examination: 1 hour 15 minutes, 30% of the qualification, 78 marks available.

Topic 1: Sport Psychology
Topic 2: Socio-Cultural Influences
Topic 3: Health, Fitness and Well-being
Topic 4: Use of Data Assessment

**Non-Examined Assessment: Practical Performance in Physical Activity and Sport**

Non-Examined Assessment: internally marked and externally moderated, 34% of the qualification 100 marks available.

Practical Performance in three different activities (one team sport, one individual sport and one other)
Analysis and Evaluation of a performance to bring about improvement

**Qualifications Aims and Objectives**

Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits of health, fitness and well-being.
Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
Understand how the physiological and psychological state affects performance in physical activity and sport.
Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
Develop the ability to analyse and evaluate to improve performance in physical activity and sport.
Understand the contribution that physical activity and sport make to health, fitness and wellbeing.
Understand the key socio-cultural influences that can affect people’s involvement in physical activity and sport.

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Curriculum Leader: Ms A McGrandles  Examination Group AQA
Product Design

Course Outline

GCSE Design & Technology allows students to continue with the type of work that they have been doing in Years 7, 8 and 9. The difference now is that students specialise in one area only and will do all work with a chosen material.

The Product Design course encourages 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, making and applying technical and practical expertise.

In Year 10, students will develop their practical skills and learn to produce a professional-style design portfolio to support their projects. This enables them to work, in Year 11, on one major project which is submitted as their coursework, comprising 50% of the final grade.

Assessment

Paper 1
Core technical principles
Specialist technical principles
Designing and making principles

2 hours written examination, 100 marks available, worth 50% of the GCSE.

Non-Exam Assessment (NEA)
Core technical principles
Specialist technical principles
Designing and making principles

Non-exam assessment, 30 - 35 hours approximately, 100 marks available, worth 50% of the GCSE.

Students will produce a working prototype and a portfolio evidence (max 20 pages).

The work will be marked by the teachers and moderated by AQA

Careers Using Design & Technology
Product Designer, Model Maker, Set Designer, Automotive Engineering, Graphic Designer, Exhibition Designer, Production Designer (Film / Theatre), Industrial Designer, Advertising Art Director.

Curriculum Leader: Ms A Swamy
Examination Group AQA
Separate Sciences: Biology, Chemistry, Physics

Course Outline
All students who choose to opt for the triple award course will achieve three qualifications, a GCSE in Biology, Chemistry and Physics: the grade achieved may be different for each qualification.

Assessment
Students are assessed with two written papers for each subject based on the knowledge and understanding of different topics. All papers are 1 hour 45 minutes, are worth 50% of the grade for each subject and have 100 marks available. The qualification will be graded on a 17 point scale 1 - 1 to 9 - 9 where 9 - 9 is the highest grade. A student taking the Foundation tier will be awarded a grade within the range of 1 - 1 to 5 - 5. A student sitting the Higher tier will be awarded a grade within the range 4 - 4 to 9 - 9.

Biology

Assessment

Chemistry
Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic Chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Assessment
Paper 1: Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes.
Paper 2: The rate and extent of chemical change, Organic Chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics
Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle model of matter, Atomic structure, Space Physics.

Assessment
Paper 1: Energy, Electricity, Particle model of matter and Atomic structure.
Paper 2: Forces, Waves, Magnetism and Electromagnetism and Space Physics.

All students are expected to have carried out the required practicals. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the actual marks. There are 8 required practicals in Biology, 8 required practicals in Chemistry and 10 required practicals in Physics.

Careers which would benefit from Separate Sciences: Radiographer, Optometrist, Doctor, Nurse, Dentist, Veterinary Surgeon, Biophysicist, Astronomer, Pharmacist, Pharmacology, Zoo Keeper, Nuclear scientist, Botanist, Physicist.

Curriculum Leader: Mr E Josypenko & Mrs C Watts
Examination Group AQA
Textile Design

Course Outline

Students will be introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates’ understanding of different styles, genres and traditions. Candidates are required to work in one or more area(s) of Textile Design, such as those listed below. They may explore overlapping areas and combinations of areas:

Art Textiles
Fashion design and illustration
Costume design
Constructed textiles
Printed and dyed textiles
Surface pattern
Stitched and/or embellished textiles
Soft furnishings and/or textiles for interiors

Assessment

Component 1: Portfolio of Work 60% of the GCSE Grade - (Coursework)

This is arranged as a sustained project (3 terms) and a selection of further portfolio work (1 term).

A sustained project developed in response to a subject, theme, task or brief, evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through and extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further portfolio work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; and independent study.

Projects will be based upon themes which will be developed by selecting and controlling ideas, processes and materials in ways which are appropriate. Students will use a wide range of skills including drawing, painting, 3D work, photography, IT and printmaking. They will research and study the work of other artists from different times and cultures to support the practical work.

Component 2: Externally Set Task 40% of the GCSE Grade - (Examination)

The externally set task will be issued from 1st January in the year of the examination. Students will undertake 11 - 13 weeks of preparation studies to respond to their chosen starting point. Students will then undertake 10 hours of sustained focused study in order to produce a final response to externally set task.

Component 1 and Component 2 will be marked by the examination centre and moderated by AQA.

Careers Using Textiles Art and Design

Costume Designer, Textiles Designer, Interior Designer, Set Designer, Textile Retail, Display Technician, Theatre Designer, Film work, Museum Curator, Higher Education, Teacher.

Contact: Mrs M Bassett
Examination Group AQA
NCFE VCert Level 2 Certificate in Business and Enterprise

Course Outline
Students will gain a suitable basis of knowledge and understanding in Business and Enterprise in preparation for Level 3 qualifications. They will be able to apply business concepts to real life businesses due to the vocational element of this qualification.

Unit 01: Introduction to Business and Enterprise
This unit aims to give students an introduction to Business and Enterprise. It gives students an introduction to start-up projects and helps them to identify risks and rewards.

Unit 02: Marketing for Business and Enterprise
This unit aims to give students an insight into market research as well as different marketing opportunities and techniques.

Unit 03: Finance for Business and Enterprise
This unit aims to provide students with a basic knowledge and understanding of business finance for a new business or enterprise.

Unit 04: Plan, Develop and Participate in a Business and Enterprise Project
This unit aims to develop a project plan and implement the project. The students will then go on to evaluate the overall success of the project.

Assessment
Unit 01: Introduction to Business and Enterprise
Internally assessed, portfolio of evidence

Unit 02: Marketing for Business and Enterprise
Externally assessed assignment

Unit 03: Finance for Business and Enterprise
Internally assessed, portfolio of evidence

Unit 04: Plan, Develop and Participate in a Business and Enterprise Project
Internally assessed, portfolio of evidence

Careers Using Business and Enterprise
Business, Marketing, Administration.

Contact: Ms T Wilson   Examination Group NCFE
NCFE VCert Level 2 Certificate in Food and Cookery

Course Outline
This course is intended to provide an alternative provision for those students wishing to pursue their study of Food Technology, but for whom the traditional GCSE pathway might not be appropriate. It involves learning about nutrition, food choices, hygiene and meal planning. There will also be the opportunity to develop cooking skills through practical activities.

There are 4 compulsory units in the course.
Preparing to cook
Understanding food
Exploring balanced diets
Plan and produce dishes in response to a brief

Assessment
The assessment for the NCFE VCert Level 2 Certificate in Food and Cookery consists of two types of assessment:

Internal assessment including a portfolio of evidence which is produced by the student. This will be graded by the teacher and externally moderated by NCFE.

External assessment paper. This will be graded by NCFE and will take the form of a two hours examination.

The final grade for the qualification is based on a structure of Pass, Merit, Distinction and Distinction*.

This course is ideal for:
Students will be selected for this course and invited to participate. It would provide a good stepping stone towards Catering College and careers in the food and hospitality industry.

Contact: Ms R Zebrowski   Examination Group NCFE
NCFE VCert Level 2 Certificate in Health and Fitness

Course Outline

This qualification is designed for learners with an interest in health and fitness. It will provide learners with experience of using different training techniques and methods to enable them to use these within further education or apprenticeships. It will also provide them with the opportunity to develop and experience their own fitness programme.

The Aim of the Award

This qualification aims to:

Focus on an applied study of the health and fitness industry sector

Offer a breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability

Provide opportunities to acquire a number of practical and technical skills

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<th>Mandatory/Optional</th>
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<td>01 Principle of health and fitness</td>
<td>Internal Assessed portfolio of evidence</td>
<td>Mandatory</td>
</tr>
<tr>
<td>02 Healthy lifestyles</td>
<td>Internal Assessed portfolio of evidence</td>
<td>Mandatory</td>
</tr>
<tr>
<td>03 Preparing and planning for health and fitness</td>
<td>Internal Assessed portfolio of evidence</td>
<td>Mandatory</td>
</tr>
<tr>
<td>04 Developing a personal health and fitness programme</td>
<td>Internal Assessed portfolio of evidence</td>
<td>Mandatory</td>
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</table>

Contact: Ms A McGrandles
Examination Group NCFE
Year 9 Options Form

Name of Student:        Tutor Group:

Signature of parent/carer:

Date form submitted:

Our Curriculum Offer

As part of our core curriculum offer, students will study:

- English
- RS with PSHE and Citizenship
- Maths
- Physical Education (non-examined)
- Combined Science (worth 2 GCSEs)

In addition, students will study a further 4 subjects of their choice.

Your Option Choices

You need to make **5 choices in order of preference**, including a reserve choice.

When deciding on your subject choices, please refer to the Options Booklet. Be clear as to the course content and assessment criteria and discuss whether you feel the subject is right for you with your teachers in class, at Options Evening and at home with your family.

Single Option Subjects

<table>
<thead>
<tr>
<th>Art and Design</th>
<th>Geography *</th>
<th>Media Studies</th>
<th>Separate Sciences *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>German *</td>
<td>Music BTEC</td>
<td>Spanish *</td>
</tr>
<tr>
<td>Computer Science *</td>
<td>Graphic Communication</td>
<td>Music GCSE</td>
<td>Textiles</td>
</tr>
<tr>
<td>Drama</td>
<td>History *</td>
<td>Physical Education GCSE</td>
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</tr>
<tr>
<td>Food Technology</td>
<td>ICT BTEC</td>
<td>Photography</td>
<td></td>
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<tr>
<td>French *</td>
<td>First Award in Sport</td>
<td>Product Design</td>
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*subjects which count towards the English Baccalaureate Certificate, which is becoming increasingly important and valued by employers and universities. See Options Booklet for more details.

Alternative Option Choices

- NCFE VCert Level 2 Certificate in Business and Entreprise
- NCFE VCert Level 2 Certificate in Food and Cookery
- NCFE VCert Level 2 Certificate in Health and Fitness

PLEASE COMPLETE YOUR OPTION CHOICES OVERLEAF
Choices in order of preference

1. 

2. 

3. 

4. 

5. (Reserve)

☐ Please indicate if you are interested in studying an alternative course and would like to discuss this further with your Head of Year.

Please note that the following courses cannot be studied together:
(i) Physical Education GCSE and Sport BTEC
(ii) Music BTEC and Music GCSE
(iii) Art and Design, Graphic Communication and Textiles
Some other restrictions may exist for students requesting Alternative Options, but these will be discussed with your Head of Year directly.

We will try to match all choices and give you the options you would like. We may not, however, be able to run an option if there are too few students to make it viable. In these circumstances we will consult with you personally.

Please tick if you would like to arrange for your child to have help with their choices from

☐ The Learning Support / Pastoral Team
☐ Head of Sixth Form

PLEASE RETURN THIS FORM TO YOUR TUTOR NO LATER THAN WEDNESDAY 29 MARCH 2017
**Subject**

<table>
<thead>
<tr>
<th>What the course involves:</th>
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**Where might it lead me?**

| Possible careers |  |

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