



Teddington School

Curriculum Choices 2019 - 2021

Please bring this booklet to the Key Stage 4 Choices Evening on

Thursday 7 February 2019, 6.00-7.45pm.

Students are welcome to attend with families.

6.00 – 6.30pm and **7.00-7.30pm**: formal presentations will outline the options process

6.00 - 7.45pm: an opportunity to visit subject stalls and talk to subject specialists

Other important dates

Friday 1 March reports issued to Year 9 students

Thursday 7 March Subject Consultation Evening

An opportunity to discuss students' progress in their various subjects and get advice from their teachers about their option choices.

We strongly encourage families and students to attend this together.

Friday 15 March The deadline for completed options forms.

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Introduction to Option Choices

As students approach the end of Year 9 they are required to make 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 broader choice of subjects. Throughout the options process we remind students and their families to take into account the increasing emphasis on the English Baccalaureate, see below, and the need to plan for possible future education and employment pathways.

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

The National Core Curriculum

All students must study the core curriculum: English, Mathematics, the Sciences, Religious Studies, Physical Education and Personal, Social and Health Education (PSHE).

Optional Subjects

Most students will choose four additional subjects, plus one reserve. Optional subjects are broadly split into GCSE qualifications and alternative qualifications.

When making these choices students should always consider:

- The requirements of a balanced curriculum
- Subjects in which they have a keen interest
- Subjects in which they have shown aptitude - the most recent report should give an indication of this, and further discussion with the relevant subject teachers is highly recommended.
- Entry requirements for specific Further and Higher Education institutions

The English Baccalaureate (Ebacc.)

Students who attain a grade 5 or better in English, Maths, Science, History or Geography and a Modern Foreign Language (French, German or Spanish) are recognized for achieving the English Baccalaureate. This is not an additional qualification but is recognition of the challenging combination of subjects which students have attained a 'strong 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. (See separate Ebacc booklet published by the DfE).

How to Make Option Choices

The application form is at the end 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 student. 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. Students considering doing Separate Sciences should confirm with their teacher that this an appropriate choice. Please note that the Princes Trust Award is available to students who have invited.

Please complete the form at the back of the booklet and submit it to the school by Friday 15 March. Subject choices will be confirmed during the Summer Term.

Core Curriculum 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 will lead to one GCSE qualification at the end of the course.

Combined Science (Trilogy)

Most students will take this course, which is worth two GCSEs. It combines key elements of Biology, Physics, and Chemistry.

Separate Sciences

Students who have an aptitude and interest in Science and are considering studying Science at A level may choose to study the sciences as three separate GCSEs in Biology, Chemistry and Physics. Due to the increased depth of content, this course requires students to take Science as one of their four options. In general this route is only available to students who are achieving the skills and knowledge required in the Mastery band at the end of Year 9 and are in the top set for Maths, as the subject content is more challenging.

Religious Studies (including PSHE and Citizenship)

This will be provided for all students through two routes. Students will have the choice to study AQA GCSE RS, Philosophy and Ethics, where philosophical and moral issues are studied that have links to PSHE and Citizenship. Those students who do not choose this as one of their four options will have a compulsory one lesson a week that will cover a range of world issues linked to philosophy, ethics, citizenship and health.

GCSE Option Subjects

These examinations provide a common examination at 16+ with all awarding grades now being from 9 to 1.

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.

GCSE Courses offered at Teddington School:

- Art and Design
- Business Studies
- Computer Science
- Design Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- German
- Graphic Communication
- History
- Media Studies
- Music GCSE
- Photography
- RS, Ethics and Philosophy
- Separate Sciences: Biology, Chemistry and Physics
- Spanish
- Sports Science: Physical Education
- Textiles

Non-GCSE Option Subjects

For some students a full GCSE diet of English Language and Literature, Mathematics, Science, plus 4 further GCSE subjects is not appropriate. As such we offer a flexible learning pathway for students identified and spoken to by their Head of Year and the SEN Department in advance of the options deadline.

Alternative qualifications are often designed for those who are more practically-minded, and can be studied at different levels. All students opting for a BTEC, NCFE or other certified 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.

Alternative qualifications are just as valuable as GCSEs, with 1 in 4 students going onto university having achieved a BTEC qualification. Furthermore 90% of BTEC students are employed full-time after graduating

Alternative Courses offered at Teddington School:

- Certificate in Digital Applications
- NCFE vCert Business and Enterprise
- BTEC Creative Media
- BTEC Health and Social Care
- BTEC Music
- BTEC in Sport
- Princes Trust Award

Additional Qualifications

Some students may wish to supplement their nine 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. For Additional Mathematics students will be in Set 1 or 2 for Mathematics. These courses however will run outside of the normal curriculum time.

Choices: Broad, Balanced and Appropriate

At Teddington School we aim to ensure that students make informed choices that take account of the need to;

- Match choices closely with the individual student's interests and aptitude
- Be fully aware of the increasing focus by; the government, employers and universities on the study of the full English Baccalaureate (Ebacc)
- Make choices that will leave doors open to them to access further study and careers opportunities in our ever changing world

The table below illustrates some examples of the variety of choices and pathways available to our students;

Example 1 (Full Ebacc)	Example 2 (Full Ebacc)	Example 3 (Full Ebacc)	Example 4 (Flexible Learning)
Maths*	Maths*	Maths*	Maths*
English Language*	English Language*	English Language*	English Language*
English Literature*	English Literature*	English Literature*	English Literature*
Combined Science*	Combined Science*	Combined Science*	Combined Science*
PE (non-examined)	PE (non-examined)	PE (non-examined)	PE (non-examined)
RS (non-examined)	RS (non-examined)	RS (non-examined)	RS (non-examined)
French^	German^	History^	Geography^
Geography^	RS, Philosophy and Ethics	Computer Science^	Princes Trust Award
Drama	History^	Media	Art
PE	Textiles	Product Design	Food and Nutrition

Key: * = Ebacc core subjects (compulsory) ^ = Ebacc Options

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 Sixth Form, going to another college or gaining employment with training.

Level of Qualification	General	Vocation	Occupational
3 Advanced	A/As Levels, International Baccalaureate	Applied A Levels, BTEC Diploma, BTEC Nationals Level 3 VRQ / NVQ	Level 3 NVQ and Apprenticeships
2 Intermediate Level	5 GCSEs Grades 4 - 9 and then refer to subject matrix for subjects chosen	BTEC First Awards Level 2 VRQ / NVQ	Level 2 NVQ Trainees and Apprenticeships
1 Foundation Level	5 GCSEs Grades 1 - 4	Level 1 qualifications offered by colleges	Level 1 NVQs First jobs in offices, industry and commerce
Entry Level	Certificate of Educational Achievement		

Level 3

To progress onto A Level courses at Teddington Sixth Form, students will need to have at least 5 GCSE grades between 5 - 9. The subject matrix is then referred to for subject students wishing to study at A Level. (Please see overleaf)

For Level 3 Vocational Courses (e.g. BTEC Diplomas / BTEC Nationals, Level 3 VRQs / NVQs), students will need an average of around grade 4 across all GCSE results and the courses can be studied at colleges.

Level 2

Where students have achieved at least 5 GCSE grades 1 - 4, they will be able to progress onto Level 2 courses (BTEC First Awards, Level 2 VRQ / NVQ, Level 2 NVQ, Trainees & Apprenticeships). These courses will be delivered at a college.

Teddington Sixth Form Advanced Level Subject Entry Criteria

Core and Science		Humanities and MFL		Social Sciences		Other	
Maths	7	Geography	6	Sociology	5 English 5 Maths	Art	6
Further Maths	8 – 9	History	6	Psychology	5 English 5 Maths	Photography	5 Art B / 6 DT plus portfolio
English Literature	6 in Literature 6 in Language	Philosophy, Religion and Ethics (RE)	6	Economics	5 English 5 Maths	Textiles	6 Art B / 6 DT
Biology	6 in Biology	French	6	Government and Politics	5 English 5 Maths	Drama	6 6 English Language
Chemistry	6 in Chemistry	Spanish	6	Business	B / 6 5 English 5 Maths	Music Music Technology	6 Music + Grade 5 Instrument 6 Music
Physics	6 in Physics 6 in Maths	French	6			Media, Film Studies	B / 6 5 English 5 Maths
Computing	6 6 in Maths	German	6			Physical Education	6 PE 6 Biology

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 to Teddington Sixth Form, contact Ms Thomas or Ms Metcalfe.

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 mixed ability groups which are determined by their progress at KS3 (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.

Mathematics

Course Outline

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 GCSE Mathematics. Currently students in sets 1 and 2 study for the Higher tier and students in sets 4 and 5 study for the Foundation tier. Students in set 3 are taught with an emphasis on the overlap between the tiers and the decision regarding tier of entry is taken once it is clear at which tier an individual student will achieve their best possible grade

The grades accessible for each tier are as follow:

Higher 4 - 9

Foundation 1 - 5

The tier which is most appropriate for each student is finalised in Year 11 and depends upon the student's progress, not on which set a student is in.

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 are given grades for each internal assessment to help them monitor their own progress. After each assessment, students are given help in order to target areas to revise and improve their understanding. Additionally, in Year 10 there will be longer tests each term 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 parents will be consulted.

This course is ideal for:

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 in buying and selling, computer programming, the building industry including architecture and quantity surveying, all disciplines of engineering, insurance and underwriting and other financial services.

Careers Using Mathematics

Sports Statistician, Accountant, Careers in buying and selling, Marketing Manager, Computer Programmer, Quantity Surveyor, Systems Analyst, Chartered Engineer, Engineering Technician, Insurance Underwriter.

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 practical work is 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

This qualification is linear, meaning that the students will sit all their exams at the end of the course.

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 assessments will consist of a range of question types – multiple choice, structured, closed short answer, and open response. The types of question assess the candidates' ability to recall, understand, use and apply the content of each module.

Each paper lasts 1 hour 15 minutes and accounts for 16.7% of the final mark, with 70 marks per paper. Questions in the written exams will also 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.

Religious Studies with PSHE and Citizenship

The main aim of this 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.

Course Outline and 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 belief. It is assessed through one 1.45hr 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 1.45hr exam at the end of Year 11 and will be worth 50% of the total GCSE marks. It contains 4 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 D: Religion, peace and conflict – Justice, forgiveness, violence, weapons of mass destruction, pacifism, causes and victims of war, terrorism and peacekeeping.

Theme E: 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 include:

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills 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 & Nursing. In fact any profession that brings you into contact with other people.

Core Physical Education

This is a compulsory subject. Every student takes one double lesson per two weeks. 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 more 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 lifelong participation in physical activity; ensuring students understand the mental, social and physical benefits of regularly taking part in sport and leisure.

Art & 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, artifacts 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).

1. 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 an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. 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 2 will be marked and standardised by the department 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.

Business Studies

Course Outline

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

Theme 1 - which focuses on the key business concepts, issues and skills involved in starting and running a small business.

Theme 2 - examines how a business develops beyond the start-up phase. This theme 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 hour 30 minutes
50% of grade
- Theme 2 – Building a Business
Written examination: 1 hour 30 minutes
50% of grade

The 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.

Computer Science

Course Outline

This specification enables learners to develop knowledge and understanding of the fundamental principles and concepts of computer science. Students will develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts, and in doing so gain practical experience of designing, writing, and testing computer programs that accomplish specific goals. Learners will develop an awareness of current and emerging trends in computing technologies, along with an awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

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

Principles of Computer Science - 100 minute examination

This covers the following topics:

- Algorithms
- Programming
- Data
- Components of computer systems
- Networks
- The bigger picture – ethics, legislation, future developments ...

Application of Computational Thinking - 120 minute examination

This covers the following topics:

- Algorithms
- Programming

Practical Programming - Internally assessed 20 hours (this element of the course is currently under review by the qualification regulator and may change significantly in terms of delivery and assessment weighting)

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

Design Technology

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 a resistant material area.

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 and making and apply technical and practical expertise.

In Year 10 pupils will develop their practical skills and learn to produce a professional-style design folio, 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:

What is assessed?

- Core technical principals
- Specialist technical principals
- Designing and making principals

How it is assessed?

- Written exam: 2 hours
- 100 marks
- 50% of the GCSE

Non-exam assessment (NEA)

What's assessed?

Practical application of:

- Core technical principals
- Specialist technical principals
- Designing and making principals

How it is assessed?

- Non-exam assessment (NEA): 30-35 hours approximately
- 100 marks
- 50% of GCSE

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

Work will be marked by 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

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.

Food Preparation and Nutrition

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.

Geography

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. Pupils 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 on Food)

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)

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 learning university.

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, artifacts 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

Unit 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).

1. 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 an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. 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, three dimensional modeling, use of colour and tone, shape and form, marker rendering. They will research the work of graphic designers and artists from different times and cultures to support the practical work.

Unit 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 an externally set task. Component 1 and Component 2 will be marked by the examination centre and moderated by AQA.

Careers Using Graphic Communication

Graphic Design, Model Making, Set Design, Product design, Higher Education, Teaching, Advertising, Promotion, Illustrator, Copywriter, Digital Design, Animator, Packaging Design, Photographer, Marketing, Architecture, Interior Design, Industrial Design, Spatial Design

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 4 topics:

Unit 1: A Study in Development (Examination)

The Development of Medicine

A chronological study of medicine from Medieval times through 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.

The Cold War c1941-1991

A period of history that brought the world close to WW3, nuclear weapons point at America and the Soviet Union with each nation threatening to press the button. The Cold War divided nations between the East and the West and brought with it spies, conflict, assassinations and protests.

Unit 3: Modern Depth Study (Examination)

Weimar and Nazi Germany

One of the most popular periods of history to study is the Weimar and Nazi Germany. Through this in-depth study we explore how Germany was affected by WW1 and Hitler achieving power. His rise from Chancellor to Dictator and the life and opposition in Nazi Germany are also covered in this unit.

Assessment

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

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

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

Why take History GCSE

History teaches you skills that will help you in everyday life. skills such as debating, analysing and evaluation questions, gathering evidence which are skills you will need not just for university but for whatever career you choose. The skills you learn in History will help you with other GCSE subjects such as English, Drama, Media studies. History is also one of the top subjects taken at both A Level and Degree Level.

Careers Using History

Archaeologist, Solicitor, Researcher for TV/Film/Media, Set Designer, Museum Education Officer, Journalist, Barrister, Teacher and Archivist. History is a qualification a large number of employees like to see, because the knowledge and skills you will develop can be applied in any job in the future.

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 kind of thing you need to learn; 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 develop 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 01 Textual analysis exam (35%)

Unit 02 Exploring media exam (35%)

Unit 03 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 advanced 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.

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.

Students wishing to study their chosen language should have a good grasp of the present, perfect and future tenses as well as vocabulary and structures from KS3.

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 and/or have a background in Spanish (i.e. speak it at home). Ideally they would be looking at studying more than one language for GCSE. They should be well focused in language lessons, be committed to homework and have shown themselves to have a strong grasp of the key grammatical concepts (and especially tenses) in the language 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 fewer than 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 currently producing work of a high standard (Mastery band) in French and German. Where students have a particular background in Spanish please discuss this with the Curriculum Leader (Ms. Green) before selecting it as an option.

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 minutes (F) - 45 minutes (H), 25%. Questions in English and in TL.

Paper 2: Speaking 7-9 minutes (F) + preparation time; 10-12 minutes (H) + preparation time, 25%. Role play, photo card questions and general conversation.

Paper 3: Reading 45 minutes (F) – 60 minutes (H), 25%. Questions in English and in TL, translation into English.

Paper 4: Writing 60 minutes (F) - 75 minutes (H), 25%. Message, short passage, translation into TL and structured writing task.

The course is ideal for:

Employers in very different areas of the job market consider languages 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 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 minutes.

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.

Philosophy and Ethics (With RS) GCSE

The main aim of this RS, Philosophy and Ethics 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 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 of these skills will help prepare them for further study.

Course Outline and Assessment

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

Component 1 : Beliefs, teachings and practices of two religions:

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

Component 2 : Philosophy and Ethics : 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 45 minutes exam at the end of Year 11 and will be worth 50% of the total GCSE marks. It contains 4 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 D: Religion, peace and conflict – Justice, forgiveness, violence, weapons of mass destruction, pacifism, causes and victims of war, terrorism and peacekeeping.

Theme E: 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 include;

A GCSE in Religious Studies is a stepping stone to a wide range of future opportunities. The skills 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.

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).

1. 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 an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. 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

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, Graphic Designer, Picture Editor, Film Animator, Illustrator, Web-Site Designer, Games Designer, Higher Education, Teacher.

Separate Sciences: Biology, Chemistry, Physics

Course Outline

Students who choose to opt for the triple award course will achieve three GCSEs: 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, a total of 6 papers. 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

Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Variation and Evolution, Ecology.

Assessment

Paper 1: Cell biology, Organisation, Infection and Response and Bioenergetics. Paper 2: 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.

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 will have the opportunity to carry out the required practicals and questions in the written exams will draw on the knowledge and understanding students have gained from this. 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.

Sports Science: GCSE Physical Education

Course Outline

The syllabus has seen an increased emphasis on the theoretical content, which is now worth 60% of the course. Students are assessed in two separate written examination papers covering a variety of sporting and science based topics. The Non-Examined Assessment (NEA) comprises of 3 different sporting performances and the student's own performance analysis, both of which will be internally assessed and externally moderated. Students who participate in sports clubs outside of the school's offer will need to supply their comprehensive video footage in order for assessment to take place.

Qualification Aims and Objectives

The course aims to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance. Students will understand how the physiological and psychological state affects performance in physical activity and sport. They will also understand the contribution that physical activity and sport make to health, fitness and wellbeing. Students will understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Students will have the opportunity to perform in different physical activities and must demonstrate effectively, developing skills and techniques and selecting and using tactics, strategies and / or compositional ideas in their performances. They will also develop the ability to analyse and evaluate to improve performance in physical activity and sport.

Paper 1: The human body and movement in physical activity and sport

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

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data Assessment

Paper 2: Socio-cultural influences and well-being in physical activity and sport

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

- Sport Psychology
- Socio-Cultural Influences
- Health, Fitness and Well-being
- Use of Data Assessment

Non-Examined Assessment: Practical performance in physical activity and sport

Practical and written assessment: internally marked and externally moderated, 40% of the qualification with 100 marks available.

- Practical Performances: performance of 3 different physical activities in the role of player / performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)
- Analysis and Evaluation: written assessment of performance to bring about improvement in one activity

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, artifacts 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

Unit 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).

1. 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 an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2. 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, designing, sewing, weaving, fashion and costume design, printing, dyeing fabrics and materials, constructed and/or stitched and/or embellishing materials. They will research and study the work of other artists from different times and cultures to support the practical work.

Unit 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 eighteen 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 the externally set task.

Unit 1 and Unit 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.

BTEC Level 2 in Digital Information Technology

Course Outline

The BTEC Tech Award in Digital Information Technology has 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.

This course is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection.

Internal Assessment

Components 1 and 2 are assessed through internal assessment. This assessment has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of different types of user interface, how user interface design principles are used to meet the needs of different users, and how organisations collect, manipulate and interpret data to draw conclusions and make decisions.
- The development and application of skills such as project planning, design of a user interface, using data manipulation tools to create a dashboard, interpreting and drawing conclusions from data.
- Reflective practice through the development of skills and techniques that allow learners to respond to feedback on their design for a user interface and to identify areas for improvement.

External Assessment

Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. This component requires learners to apply performance skills and techniques in response to a brief and stimulus. This leads to a group performance workshop for a selected audience.

Careers Using Information and Creative Technology

Software Application, Website Developer, App Designer, Hardware & Software Technician, Project Manager

NCFE VCert 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 and 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, and 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 or 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 title	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 or enterprise project	Internally assessed portfolio of evidence

Careers: Business, Marketing, Administration

BTEC Creative Media

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production is for learners who wish to acquire skills through vocational contexts by studying the knowledge, skills and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. The learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, and this will complement their GCSEs. The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas of equal importance, which cover the:

- knowledge that underpins the effective use of skills, processes and attitudes, including production processes and techniques
- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- processes which underpin effective ways of working in creative media production, such as responding to briefs, planning, generating ideas and responding to feedback.

Course Outline

Component 1 – Exploring Media Products: Learners will develop their understanding of how media products create meaning for their audiences by examining existing products and exploring media production techniques.

- Internally assessed

Component 2 – Developing Digital Media production Skills: Learners will develop skills and techniques in media production processes by reworking existing media products from one, or all, of the following sectors: audio/moving image, publishing and interactive design.

- Internally assessed

Component 3 – Create a Media product in Response to a brief: Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

- External synoptic assessment

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Media and, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Business sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve
- study of Media post-16 through the study of a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route that can lead ultimately to employment in the media sector.

BTEC Health and Social Care

Why Choose BTEC Health and Social Care

- Care values are at the heart
- Students apply their learning to a real-life scenario
- The components build on each other so that your students grow in confidence
- Practical tasks rather than written exams
- There's a world of opportunities open to BTEC students

Course Outline

Unit 1: Human lifespan and development: understand how we grow and develop through our lives. Explore how individuals develop physically, emotionally, socially and intellectually over time. Investigate how various factors, events and choices impact individuals' growth and development. Discover how people adapt to life events and cope with making changes.

- Internally assessed assignments
- 30% of the total course

Unit 2: Health and Social Care Services and Values: get to know how the Health and Social Care sector works and the care values that lie at the core of it. Learn which health and social care services are available. Identify why people might need to use these services. Discover who's involved in providing these services. Explore what might stop people from accessing the services they need. Look at the care values the sector has to make sure people get the care and protection they need.

- Internally assessed assignments
- 30% of the total course

Unit 3: Health and Well-Being: help improve someone's health and well-being. Learn what 'being healthy' means to different people. Explore the different factors that might influence health and wellbeing. Identify key health indicators and how to interpret them. Assess an individual's health using what they've learned. Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available. Reflect on the potential challenges the person may face when putting the plan into action.

- Externally assessed task , in which students create a health and wellbeing improvement plan for an individual, based on a brief
- 40% of total course

BTEC Music

Course Outline

The BTEC First Level 2 Certificate in Music is a modular course. 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 as Music A Level.

Assessment

Unit	Criteria	Title	How Assessed
1	Core Unit	The Music Industry	Externally Assessed
8	Core Unit	Music and Production Analysis	Externally Assessed
2	Optional Units	Managing a Music Product	Internally Assessed
3	Optional Units	Introducing Live Sound	Internally Assessed
5	Optional Units	Introducing Music Performance	Internally Assessed
6	Optional Units	Introducing Music Recording	Internally Assessed
14	Optional Units	Producing a Music Recording	Internally Assessed

Careers Using Music

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

BTEC Sport

Course Outline

The BTEC First Level 1 / 2 Award in Sport is a modular course. Students achieve an award equivalent to 1 GCSE. This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.

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 Sport through effective use and combination of the knowledge and skills gained in different parts of the qualification.

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

Provide a stepping-stone into employment in the sports 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 as Physical Education A level.

Assessment

Unit	Criteria	Title	How Assessed
1	Mandatory	Fitness for Sport and Exercise	Externally Assessed
2	Mandatory	Practical Performance in Sport	Internally Assessed
3	Mandatory	Principles of Personal Performance	Internally Synoptic
4	Optional Units	The Mind and Sports Performance	Internally Assessed
5	Optional Units	The Sports Performer in Action	Internally Assessed
6	Optional Units	Leading Sports Activities	Internally Assessed

Careers Using Sport

- Sports Scientist
- PE teacher
- Physiotherapist
- Sports Nutritionist
- Sports coach/consultant
- Chiropractor/Osteopath
- Physical Therapist
- Personal trainer

The Prince's Trust Award (by invitation only)

This programme is designed to build confidence and success in personal development and employability skills whilst providing an opportunity for increased time to consolidate their learning in English and Mathematics in a flexible manner.

Course aims

- To provide additional support in core subjects and skills
- Develop interpersonal and self-management skills for a positive and healthy lifestyle
- Offer flexibility and support
- Leads to a Personal Development and Employability Qualification

The Prince's Trust Achieve Programme is uniquely designed to support young people with their education, using a flexible, modular structure to ensure engagement and success.

The Prince's Trust Achieve Programme provides an opportunity to try out new activities, boost confidence and gain a recognised Prince's Trust qualification.

The Prince's Trust is a recognised awarding body in England, Wales, Northern Ireland and Scotland, approved by the relevant authorities and regulators to develop and award qualifications. The Prince's Trust offers young people the opportunity to achieve a qualification in Personal Development and Employability Skills (PDE) whilst participating in the Achieve Programme. The qualifications have been developed to recognise the skills and knowledge young people will develop by offering a variety of units specially linked to the programme. The qualifications are flexible and are designed to meet the needs of the students.

Course Outline

As part of the programme, students will explore the following:

- **Personal and social development:** by working in small groups, students will be able to meet new people and make new friends
- **Life Skills:** through fun and interactive sessions, students will learn how to manage money, be healthy and stay safe
- **Active citizenship:** students will work as part of a team to make a difference to the local community
- **Enterprise project:** this is a Dragon's Den style challenge that engages entrepreneurial skills
- **Preparation for work:** create a tip-top CV, practice for future interviews and explore skills and talents

The qualifications recognise a breadth of personal skills, qualities and attitudes valued by employers across a range of sectors, giving the students the opportunity to:

- Develop personal growth and engagement in learning
- Engage in learning that is relevant and supports the development of personal skills and attributes that are essential for employment and working life
- Prepare for progression into Further Education programmes, apprenticeships or other work-based learning
- Develop literacy, language and numeracy skills

Assessment

Grading

The Personal Development and Employability Skills qualifications are 100% centre assessed using portfolios of evidence and are graded as pass or fail. The portfolios are internally assessed and externally verified. The assessment process is as follows:

- Activities are internally set by the school to meet the requirements detailed in the unit assessment criteria
- The students are assessed internally at school by an Assessor whilst they engage in the activities
- The students' evidence is collated into a portfolio and referenced using a tracking sheet
- The school undertakes internal quality assurance activities which includes sampling portfolios assessed by each Assessor
- A further sample of portfolios is then externally verified by the Prince's Trust Qualifications. The students are assessed throughout their programme of study, allowing for alternate activities to be set and further evidence produced while there are still opportunities during the programme
- Continuous assessment keeps students motivated and engaged as it provides the students with opportunities to discuss progress, check they are working at the correct level for their ability and producing sufficient evidence.

Evidence

To achieve the units and qualifications, students need to gather evidence from activities which demonstrate they have met each of the assessment criteria. Some evidence of the students' performance will also be derived from observation records and testimonies from witnesses, who observe the students carrying out activities. Evidence can be in a variety of forms and can be varied according to students' interests and needs. Through completion of activities on the learning programme, the students should generate evidence to demonstrate they have completed all of the assessment criteria sufficiently.

Enrolment onto this course is by invitation only. However, if you are interested, please contact Ms Pollard, Head of Year or Ms Crocker, SENCO.

OCR Additional Mathematics

OCR Additional Mathematics is offered as an additional after school club to students preparing for the Higher tier. Content of the course which supports the Mathematics GCSE will be taught in regular lessons. Additional content is taught in the weekly after school sessions which start in the January of Year 10. The Additional Mathematics taught in the after school sessions is not intended to be a revision class for GCSE as they introduce new concepts not examined in the GCSE course. Students thinking about taking A-Level Mathematics are encouraged to participate. Students attending are entered for a single examination of the course in the Summer of Year 11.

Careers Using Mathematics

Sports Statistician, Accountant, Careers in buying and selling, Marketing Manager, Computer Programmer, Quantity Surveyor, Systems Analyst, Chartered Engineer, Engineering Technician, Insurance Underwriter.

Latin

Content overview

Language (01)

This is a compulsory component. Students build their knowledge of vocabulary and linguistic structures and should become familiar with the vocabulary in the defined vocabulary list (DVL) and prescribed syntax and accidence. A restricted vocabulary list (RVL) and restricted grammar list (RGL) will be provided for the translation of the English sentences into the ancient language.

- 1½ hour exam – contributes 50%

Prose literature and verse literature (02-05)

These are optional components. Students study a set text or group of texts, totalling between 110 and 120 lines in length. The set texts will change every two years.

- 1 hour exam – contributes 25%

Literature and culture (06)

This is an optional component. Students study the prescribed ancient source material covering two themes of civilisation and culture. The study of these prescribed sources needs to be supplemented with other non-prescribed ancient sources covering the same theme.

- 1 hour exam – contributes 25%

Year 9 Options Form

Name of Student: _____ Tutor Group: _____

Signature of Parent/carer: _____

Date form submitted: _____

Our Core Curriculum Offer

All students will study the following in Years 10 and 11::

- English Language and Literature
- Maths
- Combined Science (worth 2 GCSEs)
- RS (non-examined)
- Physical Education (non-examined)

In addition, students can choose up to 4 further option subjects. The majority of students have 1 choice from a selection of Ebacc. subjects, plus 3 further free choices:-

- Option 1: French, German, Spanish, Geography, History, Triple Science or Computer Science
- Option 2: Free Choice
- Option 3: Free Choice
- Option 4: Free Choice

Our knowledge of the students, their ability, strengths, interests and aspirations enables us to guide them as to appropriate subjects. The Head of Year should always be the first person to speak to regarding option choices

Option Subjects

When deciding on your subject choices, please refer to the options booklet. Be clear as to the course content and assessment criteria and discuss with your teachers and family whether you feel the subject is right for you.

- Art and Design
- Business Studies
- *Computer Science**
- Drama
- Food Prep. and Nutrition
- *French**
- *Geography**
- *German**
- Graphics
- *History**
- Media Studies
- Music GCSE
- PE GCSE
- Photography
- Product Design
- RS, Ethics and Philosophy
- *Separate sciences**
- *Spanish**
- Textile

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**Count towards the English Baccalaureate and are increasingly valued by employers and universities*

- BTEC in Digital Information Technology
- NCFE vCert in Business and Enterprise
- BTEC in Sport
- Princes Trust Certificate
- BTEC in Music
- BTEC in Creative Media
- BTEC in Health and Social Care

Please note Music GCSE and Music BTEC cannot be studied together

Some students, for whom a full suite of GCSE subjects may not be appropriate, may choose to study non-GCSE courses. If you are considering studying one of these courses, please indicate by ticking the box.

My choices in order of preference;

1. Option1 (Ebacc Choice) Choose one of the following:
 French, German, Spanish, Geography, History, Triple Science, Computer Science

2. Option 2 (Free Choice):

3. Option 3 (Free Choice):

4. Option 4 (Free Choice):

Reserve:

We will try to match all your choices and give you the options you would like. We may not however, be able to provide an option if there are too few students to make it viable. In these circumstances we will consult with you personally. Remember to look for a broad, balanced range of choices to help you succeed at school and beyond. Think about your combination of choices and whether you will complete the Ebacc. Below are some examples.

Example 1	Example 2	Example 3	Example 4 (Flexible Learning)
French	German	History	Geography
Geography	RS, Philosophy and Ethics	Computer Science	Princes Trust
Drama	History	Media	Art
PE	Textiles	Product Design	Food and Nutrition

**PLEASE RETURN THIS FORM TO YOUR TUTOR BY
 FRIDAY 15 MARCH IN TUTOR TIME
 WE CANNOT GUARANTEE ANY OPTION CHOICES IF THE
 FORM IS RETURNED AFTER THIS DATE**

Subject	
What the course involves:	
- General information	
- Assessment requirements	
- Coursework requirements	
Am I suitable?	Current achievement:
- Reasons I am	
- Reasons I might not be	
Where might it lead me?	
- Possible careers	

Subject	
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- Assessment requirements	
- Coursework requirements	
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