



OPTIONS BOOK

YEARS 9, 10 & 11
2023 - 2026

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Key Dates

Friday 24 March

Online presentation to students and parents shared
Years 9-11 Curriculum Options Book made available

Thursday 30 March

Options form is live in Edulink (parent's login)

Wednesday 26 April

Deadline for the subject choice form to be submitted via the Edulink options form.

March 2023

To Students

In September you will enter Year 9 and begin the final part of your education at Calthorpe Park.

You have already started GCSE courses in English, Maths and Science. You now have the opportunity to indicate which options courses you wish to study. This book contains most of the information you require but you also need to have listened in the information presentation video and ask questions of appropriate staff. Take particular notice of the Key Dates and Options Process page at the beginning of this book.

Do not be influenced by your friends; these are your choices and should be based on what you feel interests you, matches your skills and future needs, as well as what you are good at.

You may be advised by your Tutor, Head of House or a member of the Senior Leadership Team concerning the options process. Listen to this advice and think seriously about any recommendations made to you. All advice is offered in your best interest.

This book contains:

- A timetable of events
- An explanation of the curriculum in Years 9, 10 and 11
- Outlines of the courses available

This is an important process, so take your time and take advice. Once you have made your choices it becomes increasingly difficult to make changes, so try to get it right the first time.

It should be noted that:

- **Some courses may not run if insufficient numbers of students choose them**
- **Some combinations of subjects may also be impossible to arrange**
- **The need to ensure the quality of the curriculum and learning opportunities for the majority may also restrict the flexibility of what can be offered**
- **The school reserves the right to make professional decisions that are in your best interest. We will discuss this with you should the need arise**

Find out as much as you can before you make your decision. You must submit your form by 5pm on 26 April.

There is no advantage to getting your form in early – but it needs to be submitted on time.

Good luck!

Mr Brand
Assistant Headteacher

OPTIONS PROCESS

THINK about what you would like to do now and in the future
THINK about your skills and learning style
You may do activities in lessons to support this process



Watch Mr Brand's online presentation video, shared on 24 March



Read the Options Book



Talk to your teachers and to your parent(s)



Check your parent can access the Edulink Options Choice Form from Thursday 30 March



Options information in lessons, where relevant



Make your own choices



Submit your Options Form via **Edulink** by **5pm on 26 April**



You will receive a letter telling you
EITHER that you have your first four choices
OR that you have not got your first four choices, giving you the opportunity to reconsider the reserves or combination of subjects

YOU MAY BE INVITED TO ATTEND AN APPOINTMENT TO DISCUSS YOUR OPTIONS WITH A SENIOR MEMBER OF STAFF

REMEMBER THAT ANY CHANGES TO OPTION CHOICES AFTER THE DEADLINE DATE MUST BE REQUESTED BY YOUR PARENT(S)

Year 9-11 CORE Subjects

All students continue to study the CORE subjects through to gaining GCSE qualifications.

CORE Courses

SUBJECT	DESCRIPTION
English	This includes language and literature and the expectation is that all students will gain two GCSE qualifications.
Mathematics	The study of Mathematics includes Number and Algebra, Geometry and Measures, and Statistics.
Science	The majority of students will take the Double Award leading to two GCSEs. In Year 10 those students who have performed to the highest level will be invited to take three Science GCSEs; Biology, Chemistry and Physics. This is referred to as Triple Science. This option is especially relevant to those students who intend to study sciences at A Level.

Other Courses (non-examination):

In addition, there are some non-examination courses which all students follow.

SUBJECT
Physical Education (which has an element of choice within it)
There will also be time allocated to the study of Philosophy and Ethics, Personal, Social, Health, Careers, Citizenship and Enterprise Education, ICT skill development, study skills, some opportunity for independent project work and additional qualifications

We highly recommend that all students study at least one of the following courses as part of their options choices

The first choice of option must therefore be from one of the following courses

- **Computer Science**
- **French**
- **Geography**
- **German**
- **History**
- **Spanish**

The only restriction on the other three option choices will be to ensure a degree of balance and that courses do not put grade ceilings on a student's aspirations or potential.

Students can, if appropriate, study more than one of the subjects listed in the PRIME courses.

This pathway fully complies with the school's curriculum philosophy and policy regarding breadth and balance. It will also ensure that any possible future improved requirements for entry to Further/Higher Education are met.

Choose SIX subjects from the list below.

Put them carefully in order of preference.

You will study FOUR courses out of the six.

- Art & Design
- Business Studies
- Business & Enterprise NCFE
- Ceramics
- Computer Science
- Design and Technology (Resistant Materials, Systems and Control or Graphic Products)
- Drama
- Economics
- Food Preparation and Nutrition
- French
- Geography
- German
- Health and Social Care (BTEC)
- History
- Interactive Media (OCR Cambridge National Level 2)
- Music
- Music Technology (NCFE Technical Award)
- Philosophy & Ethics and Religious Education
- Photography
- Physical Education (GCSE)
- Physical Education (NCFE Award in Sports Studies)
- Psychology
- Spanish

Suitable for selected students, from the start of Year 9 or to follow, from Year 10

The Focused pathway will be for students who select one less option subject (three instead of four). The fourth option time will be taken up by spending additional time on literacy and numeracy for exams, as well as some flexibility for independent study.

The pathway is designed for students for whom a slightly alternative curriculum is appropriate.

Further information for this pathway will be available by staff in due course and students invited to consider this pathway will be provided with individual support and guidance during their support sessions.

For some students this pathway will begin at the start of Year 9 whilst others may be invited to take part in additional support sessions from the start of Year 10.

By application and available from Year 10 onwards

This pathway has a very limited number of places and is aimed at a small group of students for whom a more vocational route would be beneficial.

Choosing this pathway will likely take up two option choices and will involve students in taking an externally-provided course at another institution. The range of courses on offer can be discussed at a personal meeting when the appropriateness of the course will be considered. This range of courses is limited and still creates a natural route through to additional qualifications post-16. The qualification obtained at the end of this course is dependent upon the subject area undertaken and could be either level 1 or level 2.

These courses are expensive and so a high level of commitment will be necessary to attend and finish. It may not be viable for the school to offer places except to students invited to join this pathway. An application process will be part of the selection of appropriate students.

OPTIONS SUBJECTS



Overview

This varied and challenging course is designed to give students a good grounding in Art & Design as a specialist art form and is a worthwhile course for anyone interested in the Arts. At a time when the creative industries are growing at four times the rate of the UK's economy, the influence of art, design and media in our lives has never been more clearly defined. The Art & Design specification is an essential foundation for students considering a pathway at college into Graphic Design, Textile-fashion, 3D design, Ceramics, Fine Art, Film, Stage Design, Architecture and Interior Design.



Keys for success

- The aims of the course are to develop practical skills and to increase awareness and understanding of art and artists in general.
- Completing set targets within the time limit given - meeting deadlines.
- Homework –minimum requirement of 1 to 2 hours a week in Year 9.
- Enthusiasm and commitment, with an openness to explore new mediums, skills and techniques.
- Developing creativity for expressing the self and finding creative solutions for a wide range of situations.
- Be able to work independently out of lesson time.

Candidates will be expected to:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

HOW YOU ARE ASSESSED

Unit 1: Portfolio of work (60%). The portfolio must include more than one project of study. This will include sustained projects developed in response to a theme or brief, evidencing the journey from initial engagement with ideas to the realisation of intentions. This will give students the opportunity to demonstrate through an extended creative response the ability to draw together different areas of knowledge, skills and understanding from across their course of Art study.

Unit 2: Externally set task (40%). Preparation time plus 10 hours to complete final piece.





Overview

The course will give students the opportunity to explore real business issues and how businesses work. Students will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world. The knowledge and skills gained from this specification will provide students with a firm foundation for further study.

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

Subject content

1. Business in the real world
2. Influences on business
3. Business operations
4. Human resources
5. Marketing
6. Finance

Assessments**Paper 1: Influences of operations and Human Resources management on business activity**

- Business in the real world
- Influences on business
- Business operations
- Human resources

HOW YOU ARE ASSESSED

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Paper 2: Influences of marketing and finance on business activity

- Business in the real world
- Influences on business
- Marketing
- Finance

HOW YOU ARE ASSESSED

Written exam: 1 hour 45 minutes
90 marks
50% of GCSE

Applied Learning Opportunities

Students are encouraged to apply their business knowledge in the annual school Dragons' Den event. There is also an annual Business residential trip to Berlin.

Overview

This course encourages students to develop the practical skills and applied knowledge they'll need in the business and enterprise sector. Students put their learning into practice and develop valuable transferable skills, beneficial if they're considering starting up their own enterprise/business.

Enterprise and marketing concepts

In this unit, students will learn how market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.

As well as understanding the target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. They will examine each element individually and explore the decisions that an entrepreneur needs to make. They will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which students will learn about so that they can understand how to obtain timely and appropriate guidance.

Design a business proposal

In this unit, students will learn how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.

To help decide on the final design, students will gain feedback and then assess the strengths and weaknesses of their initial ideas. They will complete financial calculations to determine whether the proposal is likely to make a profit. They will use the evidence generated to decide whether they think that the new product is likely to be financially viable.

On completion of this unit, students will have gained some of the essential skills and knowledge needed if they want to start a business, but also the transferable skills of creativity, self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed from this unit will also be transferable to further learning in and when completing unit R069 Market and pitch a business proposal.

Market and pitch a business proposal

In this unit, students will learn how to design a brand which will make their product stand out in the market, before creating a promotional campaign to get the brand noticed by customers. Their promotional campaign will include choosing different methods of promotion which they think are most suitable for their target customers. They will then need to create a presentation to pitch to an audience. To help prepare for this, they will first practise in front of their peers, asking them to review the presentation and feedback ways to improve it. They will also need to offer feedback to others in the group about their pitches. After delivering their professional pitch to an audience, they will reflect on their pitching skills, brand, promotional campaign and the likely success of the product.

On completion of this unit, students will have gained some of the essential skills and knowledge needed to start a business. They will also have gained the transferable skills of creativity, self-assessment, providing and receiving feedback, communication and evaluation

HOW YOU ARE ASSESSED

Enterprise and marketing concepts, written paper, OCR set and marked
1 hour 15 minutes, 70 marks

Design a business proposal, centre-assessed tasks, OCR moderated
10-14 hours, 60 marks

Market and pitch a business proposal, centre-assessed tasks, OCR moderated
10-14 hours, 60 marks

Overview

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in Ceramics with AQA.

This varied and challenging course is designed to give students a good grounding in Art craft and design with Ceramics as the discipline. Ceramics is the art of making three dimensional objects from clay. The choice of clay and the techniques used to shape, decorate, glaze and fire clay will all have an impact on the final piece.



As a specialist art form Ceramics is a worthwhile course for anyone interested in the Arts. At a time when the creative industries are growing at four times the rate of the UK's economy, the influence of art, design and media in our lives has never been more clearly defined. The Art & Design specification is an essential foundation for students considering a pathway at college into Graphic Design, Textile-fashion, 3D design, Ceramics, Fine Art, Film, Stage Design, Architecture and Interior Design.

Keys for success

- The aims of the course are to develop practical skills and to increase awareness and understanding of art -craft and artists in general.
- Completing set targets within the time limit given - meeting deadlines.
- Homework –minimum requirement of 1 to 2 hours a week in Year 9.
- Enthusiasm and commitment, with an openness to explore new mediums, skills and techniques.
- Developing creativity for expressing the self and finding creative solutions for a wide range of situations.
- Be able to work independently out of lesson time and attend after school sessions in the ceramic studio essential.

Candidates will be expected to

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

HOW YOU ARE ASSESSED

Unit 1: Portfolio of work (60%). The portfolio must include more than one project of study. This will include sustained projects developed in response to a theme or brief, evidencing the journey from initial engagement with ideas to the realisation of intentions. This will give students the opportunity to demonstrate through an extended creative response the ability to draw together different areas of knowledge, skills and understanding from across their course of Art study.

Unit 2: Externally set task (40%). Preparation time plus 10 hours to complete final piece.



Overview

This GCSE course is designed for students to gain an understanding of the fundamentals of computer science. Students are already familiar with the use of computers and other related technology, however, the course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

Aims and Benefits of the Course

The course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level or University will have an advantage over their colleagues who are picking up the subject at these levels.

The course will develop critical thinking analysis and problem-solving skills. For many students it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course makes an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Programming

Since one of the aims of the course is for students to understand computing through practical programming, the majority of the course will involve hands-on programming tasks. The main programming language taught will be Visual Basic, which is available as a free download, allowing students to develop their programming skills at home as well as in school.

HOW YOU ARE ASSESSED

The course is assessed through three units:

Component 01: Computer Systems

50% written exam - 1 hour 30 minutes

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

50% written exam - 1 hour 30 minutes

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Programming project (non-exam assessment)

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Overview

Technology is a rapidly developing GCSE as this subject prepares students for possible employment within the growth industries of Technology and Engineering within the UK. There are many clear links between Design and Technology; Maths, Science and Computing. Design Technology as a subject challenges the students to think and be creative, developing solutions to new or existing problems, to think creatively!

In Year 9, Design and Technology studies will include modules in Graphic Products, Resistant Materials and Systems and Control. In addition, students will learn about textiles and analyse different fabrics. In Year 10 students will specialise in an area which will support both their work in Year 11 and the written exam. This will give all our students a broader depth of knowledge of the full range of varied materials and processes, different CAD/CAM systems and programmable electronics with different input and output components. For their individual GCSE project, Year 11 students will then specialise to produce a product with an emphasis on either one or two subjects from Resistant Materials, Graphic Products and Systems and Control.

Aims of the Course

The GCSE Design and Technology course will prepare students to participate confidently and successfully in an increasingly technological world and will help them to be aware of, and learn from, wider influences on Design and Technology, including historical, social/cultural, environmental and economic factors. The knowledge, understanding and skills that all students must develop include both technical principles and designing and making principles.

Technical Principles

- The impact of new and emerging technologies on industry, sustainability, people, culture, society and the environment, production techniques and systems.
- How the critical evaluation of new and emerging technologies informs future design decisions.
- How energy is generated and stored in order to choose and use appropriate sources to make products and to power systems.
- Developments in modern and smart materials, composite materials and textiles.
- How electronic systems provide functionality to products and processes. This includes sensors and control devices, which respond to a variety of inputs and devices in order to produce a range of outputs.
- The use of programmable components to embed functionality into products to enhance and customise their operation.
- The functions of mechanical devices to produce different sorts of movement, changing the magnitude and direction of forces.
- The categorisation of the types and properties of papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting plastics, and a range of natural and synthetic textiles.

Design and Making Principles

- Identify and understand client and user needs through the collection and analysis of research data.
- Demonstrate an ability to write a design brief and specifications from their own and others' considerations of human needs, wants and interests.
- Investigate factors, such as environmental, social and economic challenges, to identify opportunities and constraints that influence the processes of designing and making.
- Explore and develop their ideas, testing, critically analysing and evaluating their work to inform and refine their design decisions, thus achieving improved outcomes.
- Investigate and analyse the work of past and present professionals and companies in the area of Design and Technology to help inform their own ideas.
- Develop, communicate, record and justify design ideas, applying suitable techniques such as 2D and 3D drawings, annotated sketches, exploded diagrams and working drawings.
- Design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation.
- Make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.

HOW YOU ARE ASSESSED

Non-Exam Assessments (50%)

Design and Manufacturing task based upon a context produced by the exam board. Students are assessed on their ability to produce a workable design solution to a problem that they have identified within the context. This is to be completed in Year 11 as topics are issued by the exam board in June of Year 10.

Exam (50%) – 2 hours

Section A: multiple choice questions –structured to reflect the sections of the specification.
Section B: questions varying in styles of approach and content, across all Design and Technology.
Section C: longer, more detailed exam questions which investigate specific subject knowledge.

Overview

This varied and challenging three-year course is designed to give students a good grounding in Drama as a specialist art form and is a worthwhile course for anyone interested in Drama and Theatre in general. Those students who have successfully completed the course in previous years have gone on, very well prepared, to post-16 courses in 'A' Level Theatre Studies, 'A' Level Performing Arts, BTEC Performing Arts and National Diplomas.

Aims of the Course

This syllabus aims to give students the opportunity to develop their ability to:

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performance.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective students who are able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices.

Component 1: Understanding Drama

What is assessed?

- Knowledge and understanding of drama and theatre
- Study of one set play (selected by the exam board)
- Analysis and evaluation of the work of live theatre maker

HOW YOU ARE ASSESSED

- Written exam: 1 hour and 45 minutes
- Open book
- Questions in exam will consist of:
 - Section A: multiple choice (4 marks)
 - Section B: four questions on a given extract from the set play chosen (44 marks)
 - Section C: one question (from a choice of three) on a single live theatre production (32 marks)
- 80 marks (40% of GCSE)

Component 2: Devising Drama (Practical)

What is assessed?

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

HOW YOU ARE ASSESSED

- Devising log
- Devised performance
- 80 marks in total (40% of GCSE)

This component is marked by teachers and moderated by AQA

Component 3: Texts in Practice (Practical)

What is assessed?

- Performance of two extracts from one play
- Free choice of play but it must contrast with the set play chosen for Component 1

HOW YOU ARE ASSESSED

- Performance of Extract 1 (25 marks) and Extract 2 (25 marks)
- 50 marks in total
- 20% of GCSE
- This component is marked by AQA



Overview

This is a brand new GCSE for 2022, with a relevant and diverse specification. When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come. There are lots of opportunities to talk about today's economic issues in your lessons. Students can develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements. Upon completion, students will have the skills, knowledge and confidence for further study or to embark on their career.

Subject content

How markets work:

1. Economic foundations
2. Resource allocation
3. How prices are determined
4. Production, costs, revenue and profit
5. Competitive and concentrated markets
6. Market failure

How the economy works:

7. Introduction to the national economy
8. Government objectives
9. How the government manages the economy
10. International trade and the global economy
11. The role of money and financial markets

Assessments

Paper 1: How markets work

Content 1-6 above

HOW YOU ARE ASSESSED

Written exam: 1 hour 45 minutes
80 marks
50% of GCSE

Paper 2: How the economy works

Content 1-7 above

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

HOW YOU ARE ASSESSED

Written exam: 1 hour 45 minutes
80 marks
50% of GCSE

If students wish to be considered for a place studying Economics, an expression of interest is required (written in the notes section on the Options form). Unfortunately, this does not guarantee progression onto the Economics course, as this will be by invitation only and taking into consideration certain criteria. As such, students should choose a full set of other subjects as per the options process. The assessment criteria for this course considers various information, including 'on track for' grades of at least a 7 in English and Mathematics.

Those who are invited will be informed via letter and consulted as to the subject's priority.

Overview

The Food Preparation and Nutrition syllabus fulfils the requirements of the National Curriculum for a full GCSE certificate. If you enjoy investigating the scientific properties and nutritional aspects of a variety of different foods and what effect they have on the human body, researching about different cuisines and cultures, cooking, and want to improve your practical skills in order to be able to present high quality dishes, then this is the course for you.

The course will consist of a combination of theory lessons, practical cooking skills, researching, and experimental investigations looking at the scientific aspect of food and writing them up into reports. There will be theory and exam practise throughout the course and there will be weekly home learning and different extended projects throughout. Food Preparation and Nutrition is also a practical subject and you can expect to carry out practical work in some double lessons, which means buying and bringing in ingredients to cook with, apron, and containers to take food home in. This will require a high level of organisation. More information on the course is available on the AQA website in the GCSE Food Preparation and Nutrition section.

Aims of the Course

This course gives candidates a life skill and is a foundation for college courses and careers in a great variety of food industries, such as food science, sports dietitian, medical dietitian, food product design and development, food safety and hygiene, buying for large stores, nutritional and scientific development of food products, catering and hospitality, etc.

HOW YOU ARE ASSESSED

Non Exam Assessments (worth 50%)

Task 1: The Food Investigation (15%)

2,000 word investigation on a scientific element of food substance or reaction

Task 2: The Food Preparation Assessment (35%)

A **20 page portfolio document** researching and developing towards a brief given by exam board.

Along with this, there is a **three-hour practical exam**, where students have to make and present three final dishes each. *These tasks both have to be carried out in Year 11, as the exam board will only release the material in September and then November. Examples can be seen on display in room 27.*

Exam (worth 50%) – **1 hour 45 minutes**

Section A (20 marks):

Multiple choice questions – structured to reflect the sections of the specification 9

Section B (80 marks):

Questions varying in styles of approach and content

Overview

In a world in which communication across the world is now so easy, why not choose to continue learning French?

Although GCSE success is a high priority within the department, this is not at the expense of interest and enjoyment of this subject and we hope you go on to find French fun and rewarding both at school and in later life.

Your French teacher will offer you advice on your suitability for the course. Please listen to the advice given as qualifications in French will certainly be an asset in the job market both at home and abroad.

Aims of the course

- To develop your use of French so that you can communicate with others.
- To develop a sound basis of skills required for work, leisure and further study.
- To give insights into the culture and civilisation of France.
- To generate an enthusiasm for learning a language.
- To give you a sense of achievement and success.

There are two tiers of entry for all four skills: Foundation and Higher. There are four different skill areas which will be assessed:

- Listening and Understanding
- Speaking
- Reading and Understanding
- Writing

The above four skills are developed through the following topics:

Theme 1: Identity and Culture

Theme 2: Local, Global and International areas of interests

Theme 3: Current and Future study and Employment

The topics are practical and help you communicate with others. They focus on you and allow you to give your views on a range of discussion topics.

You will have a text book for reference over the three-year course. In addition, we will use many extra materials to make the lessons varied and interesting. You will also have the opportunity to go on study trips to put into practice all that you have learnt.

HOW YOU ARE ASSESSED

The following are the GCSE exams which students will undertake over the course of Years 9, 10 and 11:

Skill	Exam	Weighting
Listening	<p>Understanding and responding to different types of spoken language.</p> <p>Foundation: 35 minutes Higher: 45 minutes</p> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played).</p>	25% of final grade
Reading	<p>Understanding and responding to different types of written language and includes a translation from French into English.</p> <p>Foundation: 45 minutes Higher: 1 hour</p>	25% of final grade
Speaking	<p>The exam includes one role-play, one photo-card activity, one conversation and one presentation</p> <p>Foundation: 7–9 minutes + preparation time Higher: 10–12 minutes + preparation time</p>	25% of final grade
Writing	<p>Communicating effectively in writing for a variety of purposes, through open-ended tasks and a translation exercise from English into French.</p> <p>Foundation: 1 hour Higher: 1 hour 15 minutes</p>	25% of final grade

All four exams will take place at the end of the course in May of Year 11

Overview

This course is a modern look at the world around us, covering both traditional human, environmental and physical geography topics with contemporary examples. It is an ideal course for anyone who enjoys the world around them and is interested in how decisions they make on a day-to-day basis could create alternative futures for the planet.

The course has three components:

1. Global Geographical Issues (37.5%: 94 marks)

Section A: Hazardous Earth

An overview of global atmosphere circulations, changing climate, extreme weather hazard and tectonic hazards.

Section B: Development Dynamics

An overview of global inequalities, development and the consequences on people and the environment.

Section C: Challenges of an Urbanising World

An overview of causes and challenges of rapid urbanisation.

HOW YOU ARE ASSESSED

Externally assessed written exam taking 1 hour 30 minutes with three 30 marks sections made up of multiple-choice questions, short open responses and extended writing questions and calculations. There are up to four additional marks awarded for spelling, punctuation and use of specialist terminology.

2. UK Geographical Issues (37.5% - 94 marks)

Topic 4:

The UK's Evolving Physical Landscape - physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time focusing on. Subtopics are focuses on: coastal change and conflict and river processes and management.

Topic 5:

The UK's Evolving Human Landscape - changing and varied human landscapes of the UK including sub-topics Subtopics are focuses on: dynamic inner cities and peripheral rural areas.

Topic 6:

Geographical Investigations - including **one** physical fieldwork task linked to Coastal change and conflict and **one** human fieldwork task linked to Changing Urban settlements.

HOW YOU ARE ASSESSED

Externally assessed written exam taking 1 hour 30 minutes the exam includes multiple-choice questions, short open responses, calculations and extended writing questions. There are up to four additional marks awarded for spelling, punctuation and use of specialist terminology.

3. People and Environment Issues - Making Geographical Decisions (25% - 64 marks)

Topic 7:

People and the biosphere - global distributions and characteristics of large-scale ecosystem.

Topic 8:

Forests under threat - detailed study of tropic rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity.

Topic 9:

Consuming energy resources - a study of renewable and non-renewable energy supply and demand.

HOW YOU ARE ASSESSED

Externally assessed written exam for 1 hour 30 minutes including multiple choice questions, short open responses and extended writing questions. The final section will offer a choice of one from 3 decisions assessed through a 12 mark extended writing question.

Geography Based Careers

Geography teaches a range of employable and transferable skills: primary data collection and research, report production, secondary research, ICT skills of data presentation and GIS. The ability to combine both arts and sciences is crucial for an understanding of the future world we live in. According to the Guardian (2012) Geography and Psychology students are the most highly employed graduates mainly due to their transferable skills.

The following are just some of the jobs your Geography knowledge could support you in (for more information and a list of famous Geographers please see your teacher): sustainable planning, townplanning, researcher, explorer, environmentalist, architect, marine biologist, outdoor activities, teacher, pilot, armed forces, volcanologist, flood planning, environment agency, shop or business owner/worker, politician, computer mapper, distribution, systems analyst, rescuer, aid worker, journalist.

Overview

In a world in which communication across the world is now so easy, why not choose to continue learning German?

Although GCSE success is a high priority within the department, this is not at the expense of interest and enjoyment of this subject and we hope you go on to find German fun and rewarding both at school and in later life.

Your German teacher will offer you advice on your suitability for the course. Please listen to the advice given as qualifications in German will certainly be an asset in the job market both at home and abroad.

Aims of the Course

- To develop your use of German so that you can communicate with others
- To develop a sound basis of skills required for work, leisure and further study
- To give insights into the culture and civilisation of Germany
- To generate an enthusiasm for learning a language
- To give you a sense of achievement and success

There are two tiers of entry for all four skills: Foundation and Higher. There are four different skill areas which will be assessed:

- Listening and Understanding
- Speaking
- Reading and Understanding
- Writing

The above four skills are developed through the following topics:

Theme 1: Identity and Culture

Theme 2: Local, Global and International areas of interests

Theme 3: Current and Future study and Employment

The topics are practical and help you communicate with others. They focus on you and allow you to give your views on a range of discussion topics.

You will have a text book for reference over the three-year course. In addition, we will use many extra materials to make the lessons varied and interesting. You will also have the opportunity to go on study trips to put into practice all that you have learnt.

HOW YOU ARE ASSESSED

The following are the GCSE exams which students will undertake over the course of Years 9, 10 and 11:

Skill	Exam	Weighting
Listening	<p>Understanding and responding to different types of spoken language.</p> <p>Foundation: 35 minutes Higher: 45 minutes</p> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played).</p>	25% of final grade
Reading	<p>Understanding and responding to different types of written language and includes a translation from German into English.</p> <p>Foundation: 45 minutes Higher: 1 hour</p>	25% of final grade
Speaking	<p>The exam includes one role-play, one photo-card activity, one conversation and one presentation</p> <p>Foundation: 7–9 minutes + preparation time Higher: 10–12 minutes + preparation time</p>	25% of final grade
Writing	<p>Communicating effectively in writing for a variety of purposes, through open-ended tasks and a translation exercise from English into German.</p> <p>Foundation: 1 hour Higher: 1 hour 15 minutes</p>	25% of final grade
<p>All four exams will take place at the end of the course in May of Year 11.</p>		

Overview

The content of this BTEC Tech Award Level 2 in Health and Social Care has been designed to enable students to develop a range of skills, techniques and attributes essential for successful performance in the Health and Social Care sector. The course is made up of three components delivered across Years 9, 10 and 11, where students will learn about:

- How we develop from an infant through to old age.
- Health and Social Care services and values.
- Understanding health and well-being.

There is a balance of practical skill development and theoretical knowledge requirements, including the use of case study materials set within Health and Social Care and visits from local Health and Social Care users/services to share their experiences.

Aims of the Course

Component 1: Human Lifespan Development - Coursework Assignments (30%)

- 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.

Component 2: Health and Social Care Values - Coursework Assignments (30%)*

- Learn which health and social care services are available.
- Identify why people might need to use 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.

Component 3: Health and Wellbeing - External Assessment (40%)

- Learn what 'being healthy' means to different people and explore the different factors that might influence health and wellbeing
- Assess an individual's health using data and from what they've learned
- Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available.

Progression

Students may wish to progress onto the Edexcel BTEC Level 3 Diploma in Health and Social Care offered within Further Education, other Level 3 courses or A levels.

Taking this course does not mean that you have to pursue a career in Health or Social Care.

HOW YOU ARE ASSESSED

The course covers three components (120 guided learning hours)

Course Components:

1. Human Lifespan Development: 2 coursework assignments (30%)
2. Health and Social Care Values: 2 coursework assignments (30%)
3. Health and Wellbeing: External assessment in February of Year 11 with option to re-sit in the summer of Year 11 (40%)

Overview

The course teaches students how to research and investigate diverse topics independently, using a range of various sources, to support and challenge an argument and to analyse and evaluate issues and events - all skills which can be used as a foundation for further study of any subject at A Level or for employment.

Aims of the course

- To develop critical and reflective independent thinkers with enquiring minds.
- To develop students' knowledge and understanding of certain periods, societies, and aspects of history.
- To develop a range of high-level specific skills e.g., analysis, synthesis, and evaluation.
- To develop organizational and communication skills.
- To enable students to have a better understanding of the present through the events and interpretations of the past.

Overview of Study

The course provides a fascinating insight into various aspects of history. **The Thematic Study** aims to unravel the continuities and changes in the history of crime and punishment and encourages students to relate past with present, whilst the linked **Historic Environment Study** focuses on the relationship between crime in Whitechapel and the developments in policing. The **Period Study** provides students with an understanding of Superpower relations after World War II and the key events of the Cold War. This is contrasted with the **British Depth Study**, which gives a fascinating insight into early Elizabethan England. Finally, the **Modern Depth Study** allows students to investigate the dramatic period of life in Germany between 1918 and 1939.

Content

Thematic Study - Crime and Punishment (c1000 -present day)

A journey through the story of Crime and Punishment, beginning in Medieval England and moving through to the present. Torture, witches, highwaymen and the death penalty are just some of the topics that will be studied.

Historic Environment - Whitechapel, Crime, Policing and the Inner City (c1870 -c1900)

This looks at the issue of crime and policing in the thriving, yet deprived, area of Whitechapel in London. A one-day trip to Whitechapel will be offered.

Modern Depth Study - Life in Germany (1918-1945)

Students will study the end of World War I, the Weimar Republic, the rise of the Nazi Party and the impact that had on all aspects of people's lives in Germany.

British Depth Study - Early Elizabethan England (1558-1588)

Students will begin by investigating whether the problems facing Elizabeth I when she became Queen in 1558. Students will then study one of the most innovative and dramatic periods in English History. The impact of religious, political, and social change will be studied through the reign of one of England's most successful monarchs.

Period Study - Superpower - Relations and the Cold War (1941-1991}

What were the causes of the Cold War and how did the world come to the brink of nuclear disaster during the Cuban Missile Crisis of 1962? This unit focuses on the transition from war time alliances to peace time rivalry between the USSR and USA.

Enrichment

To support the GCSE 9-1 Edexcel History Course, the History department is hoping to offer the following enrichment opportunities:

Year 9: Walking Tour around Whitechapel

Year 10: 2 Night Stay in Berlin, including a visit to a Nazi Concentration Camp.

These enrichment opportunities are subject to approval each year, but we hope they can continue to be embedded into the History Enrichment Programme that we offer our GCSE students.

HOW YOU ARE ASSESSED				
Paper	Theme	Topics	Assessment	Weighting
1	Thematic Study and Historic Environment	Crime and Punishment in Britain, c1000-present day <i>and</i> Whitechapel, crime, policing and the inner city, c1870-c1900	1 hour 15 minutes exam	30%
2	Period and British Depth Study	Superpower relations and the Cold War, 1941-91 <i>and</i> Early Elizabethan England, 1558-88	1 hour 45 minutes exam	40%
3	Modern Depth Study	Weimer and Nazi Germany, 1918-39	1 hour 20 minutes exam	30%

Overview

Interactive Media involves working with digital media electronic text, graphics, moving images and sound, and combining them into a structured digital computer based project. It is equivalent to GCSE grades 4-9. The qualification focuses on an applied study of the interactive media sector and learners will gain a broad understanding and knowledge of working in this sector.

Benefits of Interactive Media

- Develop your knowledge of the Interactive Media sector and understand the vocational requirements of tasks set during the course
- Develop your ability to manage information and data in a variety of applications
- Develop your ability to plan and prioritise tasks effectively
- Develop your ability to accurately test and evaluate your own work
- Identify and experiment with interactive media products, materials, techniques and processes
- Learn about the interactive media industry and associated job roles
- Work to interactive media briefs, refining, developing and selecting ideas
- Form an interactive media portfolio

What is the Interactive Media Level 2 worth?

Students will be given a grade for each unit completed. The grades a student can be awarded are Pass, Merit, Distinction, Distinction*. Once they have been awarded a grade for all the units and overall average will be taken for their final grade.

GCSE equivalent grade breakdown

Pass GSCE grade 4/5

Merit GCSE grade 5/6

Distinction GCSE grade 7/8

Distinction * GCSE grade 9

Level 2 Course Structure

Course Units	Assessment Method
<p>Unit 01 Investigate interactive media production</p> <p>You will experiment with interactive media products and understand the elements of the development process using hardware and software solutions. You will understand what is required for the development of an interactive media product. You will learn about the features of interactive media products, the target audiences of interactive media products, the sources, processes and techniques needed for the development of an interactive media product, health and safety issues related to computer use. You will experiment with interactive media products and their production in relation to a brief. You will demonstrate experimentation of processes and techniques needed for the development of an interactive media product, with software solutions and with hardware options. You will review their experimentation with interactive media products, considering your selection of processes and techniques, your use of software, your feedback and your skills development.</p>	<p>Portfolio of evidence covering all learning outcomes 60%</p> <p>Invigilated practical exam assessing application of knowledge and skills 40 %</p>
<p>Unit 02 Plan and prepare for an interactive media product</p> <p>You will understand how to produce a proposal to meet a brief. You will learn about ideas for development, audience/end-users, technical aspects, design aspects and content. You will produce a proposal meeting the requirements of a brief. You will demonstrate your ability to create a proposal which must include ideas development, audience/end users, technical aspects, design aspects, content. You will produce planning for an interactive media product meeting the requirements of the brief and proposal. You will demonstrate project planning to meet the criteria of the brief, use recognised design processes for functionality and appearance, and select appropriate assets. You will review the proposal and the planning of your interactive media product. You will need to consider how well planning addresses the design brief, your choice of interactive media products, the intended platform of the product, your selection of assets and processes, your feedback and the timescales/meeting the deadlines you set.</p>	<p>Portfolio of evidence covering all learning outcomes 60%</p> <p>Invigilated practical exam assessing application of knowledge and skills 40 %</p>
<p>Unit 03 Development and production of an interactive media product</p> <p>You will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets. You will learn about directory/folder structures, file types and exporting options, hardware solutions and associated features, software solutions and associated tools, the needs of different type of audience/end users. You will create an interactive media product to meet a brief. You will need to demonstrate the use of hardware solutions, the use of software solutions, the use of techniques and your time management/meeting deadlines. You will review your working processes and your interactive media product. You must consider the final product compared with the brief, feedback from the target audience/end user, your initial ideas and planning, your choice of assets, your choice of hardware/software, your strengths and weaknesses, your ways to improve their working processes and their interactive media product.</p>	<p>Portfolio of evidence covering all learning outcomes 60%</p> <p>Invigilated practical exam assessing application of knowledge and skills 40 %</p>

<p>Unit 04 Present and promote an interactive media product</p> <p>You will understand how to promote their skills and present an interactive media product in the creative media industry. You will learn about types of clients and their needs, types of job opportunities in the interactive media industry, the methods of presenting an interactive media product, the methods of promoting their skills. You will demonstrate methods of presenting an interactive media product, methods of promoting your skills. You will review the presentation of your interactive media product and promotion of your skills. You will need to consider your selection of format and medium, your use of hardware/software your strengths and weaknesses and the areas for improvement.</p>	<p>Portfolio of evidence covering all learning outcomes 60%</p> <p>Invigilated practical exam assessing application of knowledge and skills 40 %</p>
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HOW YOU ARE ASSESSED

Assessment for the Level 2 Technical Award in Interactive Media consists of two types of assessment - internal assessment and portfolio of evidence. The portfolio of evidence will be graded by centre staff and externally quality assured by NCFE. External assessment takes the form of a practical exam, which will be graded by NCFE. This will assess the application of knowledge and skills acquired from Units 01–04 of the qualification. The external assessment accounts for 40% of the final grade in order to meet the requirements of a Technical Award. The external assessment components are set and marked by NCFE.

Overview

The GCSE Music course provides students with a wide range of musical experiences and promotes musical development through three key areas – **performing, composing and appraising**.

Performing

Students work individually, in pairs, in small groups and as a class rehearsing and performing a wide range of music which relates to topics covered in the listening work. Students may use an orchestral instrument, may sing or may use an electronic keyboard. Opportunities for experienced musicians to extend their skills, as well as for less experienced students to develop, are made possible by the use of different parts appropriate to each student. The ability to play an instrument or sing to a reasonable standard and the ability to read staff notation is essential for the performing part of the course. Students are strongly advised to take additional lessons in their chosen instrument, either through the school's provision or through private tuition. Students will be expected to perform in every lesson, either showing a polished performance or a performance they are working towards. It is important that students feel comfortable with this expectation. Performing work is assessed by the teacher towards the end of the course. Students must present one solo performance (which may use piano accompaniment or a backing track) and a performance of one of the compositions produced during the course. Of these two compositions, one must be an ensemble performance.

Composing

Each term students learn new methods of composing which relate to a particular area of study. In lessons they work through several small composing tasks, either individually or as part of a small group, which allows them to find their own way of composing in a given style. At the end of the term, students are given the task of composing a short piece on their own which demonstrates some of the techniques they have learnt. Students are expected to write a score for their composition, either by hand or using score writing software, write a commentary on how they have composed their piece and finally record their work. They are then given individual feedback and suggestions on how to develop and refine their ideas. Composition work is assessed by the teacher at the end of the course when students are asked to submit a portfolio of their best two compositions. Students should be aware that composing requires a great deal of commitment, as well as a willingness to adhere to deadlines.

Appraising

Students listen to a wide range of music, which is divided into four areas of study, and includes music from the Medieval period, the Renaissance, the Classical and Romantic Eras, and the Twentieth Century. They explore British and European folk music, jazz, blues, pop and the music cultures of India, Indonesia and Africa. Students learn how to identify the stylistic features which define these genres and develop an understanding of the compositional and instrumental techniques they use. Music theory is also an important part of listening activities. Listening work is assessed by a 90 minute written examination at the end of the course. In this examination students are asked to identify instruments and styles of music and match composers, times or areas of the world to the music they hear.

Instrumental Music 1700-1820	Vocal Music	Music for Stage and Screen	Fusions
J S Bach Third movement from Brandenburg Concerto No 5	Purcell Music for a While	S Schwartz Defying Gravity from Wicked	Afro Celt Sound system: Release
Beethoven First Movement for Piano Sonata No 8	Queen Killer Queen	J Williams Rebel blockade runner from Star Wars Episode IV	Esperanza Spalding Samba Em Preludio
<p>Through learning about music from the different areas of study, you will gain skills in the following areas:</p> <ul style="list-style-type: none"> • How musical elements such as pitch, duration, dynamics, tempo, timbre, texture and structure have been used by the composer • How the instruments and groups of instruments are used • How any other key musical features have been used in a set work • Placing the music in its musical, social and historical context • Expressing and justifying opinions on the set works 			

GCSE Music students are encouraged to belong to both school and local music ensembles and to involve themselves, as much as possible, both in hearing and performing music. They will have opportunities to work with professional musicians at events both in school and at outside workshops and events.

Is this the right subject for me?

If you enjoy performing music in your own time and are learning an instrument, having singing lessons or enjoy creating music on computers or in a recording studio, then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

What will I learn?

You will learn how to improve your performing skills and, through your work in composing, you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

HOW YOU ARE ASSESSED			
Areas of Study	Unit 1: Performing (30%)	Unit 2: Composing (30%)	Unit 3: Appraising (40%)
Instrumental Music 1700-1820 Vocal Music Music for Stage and Screen Fusions	<p>Students produce both a solo and an ensemble performance recorded at any time during the course</p> <p>Performances may be on any instrument and in any style, with the Centre choosing the music to be performed by each student</p> <p>No requirement to link one of the performances to Composition 1</p> <p>Controlled assessment conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel</p>	<p>Students produce: two compositions or two arrangements or one arrangement and one composition</p> <p>The combined length of the two pieces should be between two and four minutes</p> <p>Students don't have to write about their compositions – they are assessed on their composition skills only</p> <p>Controlled assessment conditions will apply to this unit, which is assessed by the teacher and moderated by Edexcel</p>	<p>1 hour 45 minute examination externally set and marked by Edexcel</p> <p>Students respond to questions based around the set works for the unit</p> <p>In Section A, students respond to questions based on recorded extracts of set works</p> <p>In Section B, students answer a more in-depth question on a chosen set work(s) and are assessed on quality of written communication</p>
<p>Performing: You will need to play one solo piece and one ensemble piece</p> <p>Composing: You will need to compose two pieces</p> <p>Appraising: The listening and appraising component is assessed through a 1 hour and 45 minute written paper with questions on your prescribed set works</p> <p>You will be asked, for example:</p> <p>'Name the instrument playing the solo'</p> <p>'Give two musical reasons why you like or dislike this piece of music'</p> <p>'What style is this piece of music written in?'</p>			

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

You have already gained many of the basic skills needed for this course in your music lessons over the last two years at secondary school.

You have been introduced to creating music of your own in class and this is developed on the GCSE course as you choose two topics for composition. For example, this could be a popular song and a dance track, a classical piece or some world music. There is a wide choice and it can be tailored to your own musical interests and strengths.

You have already listened to a variety of music in class and these skills are developed as you study some set pieces taken from the classical, 20th century, popular and world music Areas of Study.

You enjoy making music, either as a soloist or in a group. The GCSE course encourages you to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer just one instrument or voice.

Overview

The NCFE Extended Certificate in Music Technology course aims to give you experience of using music computers to create your own music, using software such as Reason and Audacity, as well as covering areas such as sound engineering and the recording studio.

This course is a GCSE equivalent and terminates in a Level 2 Technical Award in Music Technology. It is designed to give skills using sound equipment but also covers the music business and ICT related skills, giving you an understanding of the jobs people do in the music industry.

The course allows you to explore a wider variety of music technology resources. All students will have the opportunity to use the music computers, the recording studio with microphones and mixing desk.

To be awarded the NCFE Level 2 Technical Award in Music Technology, students are required to successfully complete four mandatory units:

Unit 01	Using a digital audio workstation (DAW)	This Unit will allow learners to develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Learners will create a musical project in response to a brief, reflecting industry skills.
Unit 02	Creating music	Learners will develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Learners will engage in a review of technical and creative processes.
Unit 03	Studio recording	Learners will plan and undertake a recording session for a given scenario. Learners will create a mix down of their recording and review the final product.
Unit 04	Sound creation	Learners will explore sound creation and apply their knowledge to a given brief. They will create and review their own original sound creation project.

GCSE equivalent grade breakdown

Pass	GCSE grade 4/5
Merit	GCSE grade 5/6
Distinction	GCSE grade 7/8
Distinction *	GCSE grade 9

HOW YOU ARE ASSESSED

This qualification is made up of three different assessment components:

- 1 Internal assessment – each Unit is internally assessed and externally quality assured.
- 2 External assessment – written test – this will assess the underpinning knowledge and skills drawn from across the qualification.
- 3 External assessment – practical test – this will assess the application of knowledge and skills acquired throughout the course.

Description	Duration	Marks	Contribution to final grade
Internal assessment	Portfolio of evidence covering all learning outcomes	Continuous	N/A
External assessment – written test	Invigilated exam including a listening task assessing underpinning knowledge and skills drawn from across the qualification	2 hours	60
External assessment – practical test	Invigilated exam assessing application of knowledge and skills	2 hours	36

It is essential, therefore that students taking this subject regularly complete assignments and act on the feedback given by their teacher to improve and refine their work.

Internal Assessment will include the following:

Portfolio

A portfolio of evidence, including observation records, reports on work completed, notes on equipment used and employment notebook and a set of completed worksheets from the course.

Folder of Audio Files

A folder of audio files and work created during the course, including music which has been created using solely computer based applications, as well as music from recorded live sources.

Video Evidence

Video recording will be made of performance and live work and any work including setup. It is, therefore, essential that students are comfortable with this at the outset of the course.

Annotated Print Screen

Students will need to produce print screens of their work, which they then annotate with further information. This evidence can be included in the portfolio.

Internet-based Research

Research on jobs in the music industry, salaries and issues to do with health and safety will be evidenced through internet research and compilation of relevant materials.

School Performance

The practical element of this subject necessitates performance at venues in and out of school. Recordings of these performances will be used as evidence of both participation and progress.

Overview

Paper 1: Philosophy and Ethics

- Theme 1 – Human Rights
- Theme 2 – Good and Evil
- Theme 3 – Life and Death
- Theme 4 – Relationships

Paper 2: Buddhism – Beliefs, teachings and practices

Paper 3: Christianity – Beliefs, teachings and practices

Why choose Philosophy & Ethics?

This full GCSE offers you the opportunity of exploring some of the most important issues surrounding human existence, such as how humanity defines what is morally good and how people view the concepts of justice and equality. You will learn how to set out a philosophical argument and evaluate concepts.

This course is a very valuable stepping stone to all A Level studies especially A Level Philosophy and Ethics because it allows you to develop many of the skills you will need to be successful in your A Level Studies.

HOW YOU ARE ASSESSED

Paper 1: Philosophy and Ethics – 2 hours

Paper 2: Christianity – Beliefs and Practices – 1 hour

Paper 3: Buddhism – Beliefs and Practices – 1 hour

Overview

This course will appeal to those students who wish to combine their artistic skills (including drawing) with photography. Students will produce practical and critical/contextual work in one or more areas, including theme-based photography (portrait, landscape, still-life), documentary photography, photo-journalism, narrative photography, experimental imagery, photographic installation, new media practice.

A high level ability in ICT is required, since work will be based on digital photography. Good literacy skills are also required to fulfil the GCSE objectives - work has to be analysed and research undertaken, resulting in a high level of written content to the course. Students must also be prepared to take lots of photographs for homework. Homework is set on a weekly basis and can take 1-2 hours. It forms a very important part of the course - students will be expected to attend a weekly after-school homework session. Please be aware that this is a course with considerable resource implications and that there is an expectation that students will have access to their own digital camera. Should you wish to purchase DSLR camera, we recommend the Canon EOS 4000D.

Keys for Success

- Commitment to attend at least one after school session weekly throughout Years 9, 10 and 11
- Completing set targets within time limit given – meeting deadlines
- Homework – minimum requirement of **2 hours per week**
- Independence – this course is designed for students who can demonstrate independence in all aspects, alongside resourcefulness and resilience

To fulfil the four GCSE objectives students must demonstrate their ability to:

AO1: Develop ideas through investigations demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

HOW YOU ARE ASSESSED

UNIT 1: Portfolio of work (60%), must include more than one project of study

UNIT 2: Externally set task (40%), preparation time plus 10 hours to complete final piece



There are two possible routes through the Physical Education option at Key Stage 4.

Students can study either the AQA GCSE Physical Education or Cambridge National Sports Studies. Both courses have their merits but the nature of each course will be best suited to the skills, strengths and aptitudes of different students.

Students should have already discussed with their PE teacher which PE Option is most appropriate for them at our recent Parents Consultation Evening. However, if you have further questions, please contact Mrs B Edwards (Head of Physical Education and GCSE Lead) or Mr S Jones (Assistant Head of Physical Education and Sports Studies Lead).

Students should state which course they would prefer to study but, during the summer term, analysis of data and discussions regarding performance will take place between relevant Physical Education staff and students, in order to determine the most appropriate course to study.

The school reserves the right to change a student's selection within the Physical Education courses, based on our professional judgement, in order to maximise student opportunities to achieve the highest possible grade.

Overview

The content of this GCSE Physical Education specification is designed to offer students a broad, coherent and practical experience that inspires, motivates and challenges them to make informed decisions about further learning opportunities and career pathways.

This course equips students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. The course requires students to work on both the theoretical and practical aspects of the specification. It is not essential for a student to be of outstanding ability in Physical Education but a good level of attainment is required. Attendance at extra-curricular activities, resilience, commitment, determination and a positive approach to lessons are absolutely essential.

Aims of the Course and Learning Outcomes

The course will require students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge 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 their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and wellbeing
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

Summary of Subject Content

GCSE Physical Education will enable students to make the connections between theory and practice, so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. They will be required to use the technical vocabulary, terminology and definitions associated with the study of Physical Education.

Theory

In the **theoretical** element of the course students will be required to study:

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

HOW YOU ARE ASSESSED

For the theoretical element of the course (60%) you will be examined in two 1¼ hour exams.

Practical/NEA

In the **practical** element of the course (40%) students will develop their ability and aptitude in physical activities, demonstrating the following:

- Skills in physical activity and sport, applying appropriate technique(s)
- Application of appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- Ideas and problem solving solutions in spontaneous and/or predetermined ways whilst under pressure in physical activity and sport
- Use of appropriate physical characteristics/attributes (eg. strength, endurance, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- Psychological control (eg. arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- Adherence to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- The ability to analyse and evaluate performance, to bring about personal improvement in physical activity and sport

Students will develop their ability in team sports and activities by:

- Applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
- Showing awareness of, and responding to, the actions of other player(s)/performer(s)
- Communicating effectively with other player(s)/performer(s)
- Demonstrating their individual role in achieving the collective outcome

Specification of Activities available for Assessment:

Team activities			Individual activities		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Kayaking	Rock climbing
Rowing	Rugby League	Rugby Union	Rowing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball			Table tennis	Tennis	Trampolining
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

HOW YOU ARE ASSESSED

Practical Performance in Physical Activity and Sport Non-exam assessment (40% - 100 marks)

You will be assessed in three different activities, in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/activity, with the third assessment being from either a team or individual sport/activity. Students can only be assessed once in any sport or activity.

This is broken down into two sections:

1 Performance assessment (practical performance) (30% of the overall qualification: 75 marks)

Students will be assessed in 3 activities each worth 25 marks, with skills securing 10 marks per activity and assessment in the full context of the activity securing 15 marks per activity.

2 Performance analysis assessment (analysis and evaluation) (10% of the overall qualification: 25 marks)

Students will analyse and evaluate their own performance or that of others and **MUST** be carried out on an activity listed in the specification. The analysis aspect secures 15 marks per activity and the evaluation aspect secures 10 marks per activity.

Overview

The OCR Cambridge National Level 2 Certificate in Sports Studies has been designed to build on learning from Key Stage 3, for those who may wish to explore a vocational route throughout Years 9, 10 and 11. The course will require students to undertake a variety of practical aspects, most of which have been covered in Years 7 and 8 but in much greater depth. In particular students will develop an in-depth knowledge and understanding of two sports. Students will develop a greater understanding of the contemporary issues in sport, develop their ability to lead sporting activities, as well as exploring the provision and their ability to lead, plan and participate in outdoor and adventurous activities.

The content of this OCR Sports Studies course is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle, to provide a route to further study in Further Education awards such as A levels and BTEC/OCR Diplomas and to Higher Education in PE and Sport and Exercise Science, as well as to related career opportunities.

The course requires students to work on both the theoretical and practical aspects of the course. It is essential that students have a good level of attainment and an interest in Physical Education and matters relating to sport in general.

Attendance at extra-curricular activities, commitment, determination and a positive approach to lessons are absolutely essential. Students must participate regularly outside of school in a competitive environment. Please see the list of current approved activities for Unit R185 below.

Aims of the Course

The course will encourage students to:

- (a) Develop and apply knowledge, skills and understanding of Physical Education.
- (b) Develop an appreciation of the importance of sport.
- (c) Develop understanding of different ways of being involved in sport and how this shapes the sports industry.

HOW YOU ARE ASSESSED

The course covers four units (120 guided learning hours, 30 per unit): two Core/Mandatory units and two further units. 60 marks per unit totalling 240 marks.

Core Units

Unit R184 - Contemporary Issues in Sport

Unit R185– Performance and leadership in sports activities

Optional Specialist Units – 1 unit to be studied

Unit R186 – Sport and the media

Unit R187 – Increasing awareness of outdoor and adventurous activities

Core Unit 1:

Contemporary Issues in Sport is assessed via a 75 minute written exam, which is marked externally. This exam will be taken at the end of the course in Year 11

Other Units are assessed through a series of short assignments. A variety of presentation methods are utilised for the assignments, ranging from written pieces, case studies, verbal presentations and practical assessments.

How can Parents and Carers Support?

Support can be given by encouraging students to take an interest in what is going on in the sporting world to develop their background knowledge as well ensuring they understand and are able to maintain a healthy active lifestyle.

Approved list of activities for Unit R185

Students' final assessment will be in one team activity and one individual activity. Students must officiate in one activity, either team or individual.

Team activities			Individual activities		
Acrobatic Gymnastics	Association football	Badminton	Amateur boxing	Athletics	Badminton
Basketball	Camogie	Cricket	Canoeing	Cross Country	Cycling
Dance	Figure Skating	Futsal	Dance	Diving	Equestrian
Gaelic football	Handball	Hockey	Figure Skating	Golf	Gymnastics
Hurling	Ice Hockey	Inline Roller Hockey	Kayaking	Rock climbing	Sailing
Lacrosse	Netball	Rowing	Sculling	Skiing	Snowboarding
Rugby League	Rugby Union	Sailing	Squash	Swimming	Table tennis
Sculling	Squash	Table tennis	Tennis	Trampolining	Windsurfing
Tennis	Volleyball	Water Polo			
Specialist team activities			Specialist individual activities		
Blind cricket	Goal ball	Powerchair football	Boccia	Polybat	
Table cricket	Wheelchair basketball	Wheelchair rugby			

R184: Contemporary issues in sport

In this unit, students will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

R185: Performance and leadership in sports activities

In this unit, students will learn how to develop their skills as both a performer, in two different sporting activities, and as a leader in one activity. As a leader they will have the opportunity to plan, deliver and review safe and effective sporting activity sessions. They also have the opportunity to develop a range of transferable skills.

Students will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when they perform. They will perform under pressure, both as a participant and as a leader, and will use their initiative to solve problems and make decisions. They will also deal with rapidly changing conditions and situations.

Optional

R186: Sport and the media

In this unit, students will learn to explore media sources and apply real life examples to demonstrate the nature of the relationship between media and sport. They will develop their ability to evaluate and interpret the different ways in which sport is represented by the media.

R187: Increasing awareness of outdoor and adventurous activities

In this unit, students will learn how to find out information about what opportunities there are in their local area, as well as nationally in the UK, for all different types of activities. They will learn how you can benefit from and enjoy activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep them safe.

Overview

This is an exciting course which will enable you to achieve a qualification which is not only highly valued by many employers, even at GCSE level, but it will also allow you to lay down the foundations for A Level Psychology and beyond. The course will help you to understand how psychological knowledge can assist in explaining everyday social phenomena. It will also enable you to develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity and how psychology contributes to society. You will learn how psychological research is conducted, including the role of scientific method and data analysis.

A selection of some of the things you will learn about are:

- Psychological problems, including schizophrenia and depression
- Why people engage in criminal activities and antisocial behaviour
- Memory, including brain structures and how the brain works
- Sleep and dreaming including features and benefits of sleep, the role of the pineal gland and melatonin
- How research is carried out
- How data is analysed and presented

What does the course consist of?

Paper 1: Studies and Applications in Psychology

Criminal Psychology
Development
Psychological problems
Research methods

Paper 2: Studies and Applications in Psychology

Sleep and Dreaming
Social Influence
Memory
Research Methods

HOW YOU ARE ASSESSED

Studies and applications in Psychology – Paper 1

1 hour 30 minutes – 90 marks (50% of the total GCSE)

Studies and applications in Psychology – Paper 2

1 hour 30 minutes – 90 marks (50% of the total GCSE)

If students wish to be considered for a place studying Psychology, an expression of interest is required (written in the notes section on the Options form). Unfortunately, this does not guarantee progression onto the Psychology course, as this will be by invitation only and taking into consideration certain criteria. As such, students should choose a full set of other subjects as per the options process. The assessment criteria for this course considers various information, including 'on track for' grades of at least a 7 in English and Mathematics.

Those who are invited will be informed via letter and consulted as to the subject's priority.

Overview

In a world in which communication across the world is now so easy, why not choose to continue learning Spanish?

Although GCSE success is a high priority within the department, this is not at the expense of interest and enjoyment of this subject and we hope you go on to find Spanish fun and rewarding both at school and in later life.

Your Spanish teacher will offer you advice on your suitability for the course. Please listen to the advice given as qualifications in Spanish will certainly be an asset in the job market both at home and abroad.

Aims of the course

- To develop your use of Spanish so that you can communicate with others
- To develop a sound basis of skills required for work, leisure and further study
- To give insights into the culture and civilisation of Spain
- To generate an enthusiasm for learning a language
- To give you a sense of achievement and success

There are two tiers of entry for all four skills: Foundation and Higher. There are four different skill areas which will be assessed:

- Listening and Understanding
- Speaking
- Reading and Understanding
- Writing

The above four skills are developed through the following topics:

Theme 1: Identity and Culture

Theme 2: Local, Global and International areas of interests

Theme 3: Current and Future study and Employment

The topics are practical and help you communicate with others. They focus on you and allow you to give your views on a range of discussion topics.

You will have a text book for reference over the three-year course. In addition, we will use many extra materials to make the lessons varied and interesting. You will also have the opportunity to go on study trips to put into practice all that you have learnt.

HOW YOU ARE ASSESSED

The following are the GCSE exams which students will undertake over the course of Years 9, 10 and 11:

Skill	Exam	Weighting
Listening	<p>Understanding and responding to different types of spoken language.</p> <p>Foundation: 35 minutes Higher: 45 minutes</p> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played).</p>	25% of final grade
Reading	<p>Understanding and responding to different types of written language and includes a translation from Spanish into English.</p> <p>Foundation: 45 minutes Higher: 1 hour</p>	25% of final grade
Speaking	<p>The exam includes one role-play, one photo-card activity, one conversation and one presentation</p> <p>Foundation: 7–9 minutes + preparation time Higher: 10–12 minutes + preparation time</p>	25% of final grade
Writing	<p>Communicating effectively in writing for a variety of purposes, through open-ended tasks and a translation exercise from English into Spanish.</p> <p>Foundation: 1 hour Higher: 1 hour 15 minutes</p>	25% of final grade

All four exams will take place at the end of the course in May of Year 11.

MAKING YOUR OPTION CHOICES

The **Calthorpe Prime Choice** requires you to pick at least **ONE** subject from the list below:

Computer Science
French
Geography
German
History
Spanish

Choose SIX subjects from the list below and put them carefully in order of preference. You will study FOUR courses out of the six.

Art & Design
Business Studies
Business & Enterprise NCFE
Ceramics
Computer Science
Design and Technology (Preferred focus: Resistant Materials, Systems and Control or Graphic Products)
Drama
Economics
Food Preparation and Nutrition
French
Geography
German
Health and Social Care (BTEC)
History
Interactive Media (OCR Cambridge National Level 2)
Music
Music Technology (NCFE Technical Award)
Philosophy & Ethics and Religious Education
Photography
Physical Education (GCSE)
Physical Education (NCFE Award in Sports Studies)
Psychology
Spanish

The options which you choose for Years 9, 10 and 11 will affect how you spend your time at school for the next three years. The choices you make may also influence what course or job you decide to do after Year 11. It is useful to talk to a range of people to help you make the right decisions for you – parents/carers, careers coordinator, subject teachers, tutors, family, friends.



Calthorpe Park School uses the Hampshire Futures advisor service. Their advisors are qualified to Level 6 in Career Guidance and Development and are registered with the Career Development Institute. They see their role as guiding students to make aspirational, but realistic, informed decisions for their future pathways by asking challenging questions and providing the information and tools for them to explore the possibilities open to them. They encourage students to find out what is out there in the careers world and research what may suit them, to keep options open and to not be afraid to make decisions when the time is right.

Students can arrange a careers interview with our careers advisor to discuss choosing their Year 8 Options. They can make appointments by sending an email to [Ms Wayman](mailto:Ms.Wayman).

Appointments take place once a week and times are sent out the day before.

Students can also speak to Ms Wayman for advice.

Useful Information

Check out Hampshire County Council's website for young people at www.hants.gov.uk/yourfuture for information and advice on education and apprenticeships and to find local support agencies.

To find out about different careers and lifestyle topics, go to **ECLIPS** at www.eclips-online.co.uk. Password CAL2017

Fast Tomato is a popular careers tool, with information about careers and a questionnaire to help you explore your ideas. Go to www.fasttomato.com. School code FJXB.

Career Comp@nion is a careers, learning and support information website. It will lead you to a huge range of websites which are reviewed and checked out by a team of professionals. Go to www.careercompanion.co.uk Ask your Careers Adviser for the password.

All young people are expected to stay in some form of learning after Year 11, until their 18th birthday. This could be at a sixth form or a college, in an apprenticeship or traineeship. You could also have a job or volunteer, but you should have at least 20 hours of education or training as well. For more information go to www.gov.uk/know-when-you-can-leave-school.

Further Education

There are a wide range of post-16 academic and vocational courses available at all different levels at your local sixth forms and colleges. Check the prospectus and websites for the schools and colleges you are interested in and attend their open evenings.

When you apply to college or sixth form you may need some support with costs, such as transport and equipment for your course. The college may have a discretionary fund and you may be able to apply for some support. Speak to the college about this to see if you are eligible.

OPTION QUESTIONS?

If you require further information on any aspect of the option process, please do not hesitate to contact the options team at the email address shown below and we will direct your question/query to the most relevant person for a response.

Options@cps.hants.sch.uk