

St Augustine's CE High School



KS4 Handbook

Making a Choice 2025

Dear Students and Parents/Carers,

This KS4 handbook provides an outline of the curriculum we are planning to offer in Year 10 for September. The majority of the courses lead to a GCSE or equivalent qualification.

When you are thinking about the choices you would like to make, you should consider your interests, the subjects you enjoy and your possible future career. Careful thought should be given to the choices you are about to make, as you will be studying them for two years. It is unlikely that you will be able to change your courses once you have started them.

Recently Year 9 students have spent their Year Group Assembly and tutor time discussing options. Subject Leaders and staff responsible for all subjects have spoken to the year group, outlining the nature of the individual subjects; these members of staff will be present at the Options Evening to answer any questions.

As all qualifications we offer are linear (that is to say, all examinations are at the end of the two years) it is more important than ever that we ensure each and every student has a manageable KS4 curriculum.

We are, of course, committed to enabling students to follow a broad and balanced curriculum that will enable them to pursue their interests and achieve their aspirations. Advice will be available from the form tutors, the Directors of Learning for KS3 and KS4 and subject staff.

Please do not hesitate to contact us if there is anything you wish to discuss.

Yours sincerely,

D Cunningham

Deputy Headteacher

H Smith

Director of Learning for Year 9

The Structure of the Key Stage 4 Curriculum

Compulsory Subjects

A significant proportion of the Key Stage 4 Curriculum has been defined by central government. The Core Curriculum, which is studied by all students, comprises of both examination and non-examination subjects.

The examination subjects are:

English Language and Literature	2 GCSEs
Mathematics	1 GCSE
Combined Science	2 GCSEs
Religious Studies	1 GCSE
Physical Education	Not examined

Optional Subjects

In addition to the subjects in the Core Curriculum students are also able to select further subjects to reflect their individual interests and strengths. In September the additional subjects we plan to offer are listed below.

GCSEs

Separate Sciences (Biology, Chemistry, Physics)
Art & Design – Fine Art
Art & Design – Graphic Communication
Business Studies
Computer Science
Design Technology
Drama
Geography
History
Modern Foreign Language French or Spanish
Music
Physical Education
Psychology
Sociology

Vocational Qualifications

BTEC Level 1/2 Tech Award in Health and Social Care
BTEC Level 1/2 Tech Award in Sport
OCR Cambridge Nationals in Enterprise and Marketing
OCR Cambridge Nationals in Digital Information Technology
EDUQAS Hospitality and Catering

Level 1
Employability skills (Princes Trust Achieve Programme) (Level 1 qualification)

Support This option is student specific and tailor made. It develops basic skills and supports learning and achievement in all subjects

Curriculum pathways

Students will choose predominantly GCSE subjects. To ensure a balanced curriculum that will keep the student's opportunities open for the future, they will select an EBACC subject (either French or Spanish, history or geography) and 2 other free choices.

EBACC English Baccalaureate – to achieve this, students should pick as follows:

GCSE Choice	French or Spanish	History or Geography	GCSE open choice
--------------------	-------------------	----------------------	------------------

To successfully achieve the EBACC students will need to achieve a 4+ (standard pass) or a 5+ (strong pass) in English, mathematics, science, a humanities subject and a language. They will not receive any additional qualification or certificate for choosing these, but will have a strong academic set of GCSEs from which to continue their studies.

Progression

Future plans must play a part in helping students decide what to study at GCSE. For instance, students may only progress onto A level courses in biology, chemistry or physics if they have achieved at least 2 level 6 grades in the Separate Sciences or a Level 7 in Combined Science – students may find this easier to achieve a higher level studying combined science rather than separate science. There are competitive entry requirements in place for all Sixth Form courses and students should consider which subjects will give them the greatest chance of being successful.

Assessment and Qualifications

GCSE Grades

In September 2017 all GCSE subjects transferred on to the new government approved specifications. This means that GCSE subjects are awarded as a level rather than a grade. In many cases students need to achieve a Grade 5 or above to be able to progress to more advanced study or to be recognised by an employer. From September 2019 all subjects including English and mathematics will be awarded at 9 levels 9, 8, 7, 6, 5, 4, 3, 2, 1 in which 9 is the highest and 1 the lowest. Grade U (unclassified) is a non-pass grade. Students will need to achieve a grade 6 or above in order to progress to the majority of local Sixth Form Colleges.

A Level 2 qualification is a level 9-4. A Level 1 qualification is a level 3-1. Students who are intending to study subjects at GCE A Level will need to obtain a minimum of 4 GCSE passes at level 6 or above. These passes should include English and mathematics and the subjects that the student is intending to study at A Level (normally at level 6 or above).

BTEC/EDUCAS/OCR Cambridge National Grades

The BTEC/EDUCAS/OCR Cambridge National courses are graded on a four-point scale – **Pass, Merit, Distinction** and **Distinction***.

Vocational courses are practical, work-related courses where you will learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. It introduces you to the employment area you have chosen and provides a good basis to go on to a more advanced work-related qualification.

BTEC/EDUCAS/OCR Cambridge National level 2 courses are assessed through real-life, work-based case studies from which the student's complete assignments. These contribute to achieving each component of study. There is also an examination element which the students need to pass to be awarded the qualification. The majority of the assessment is internally assessed by component assignments. It is at the same level, and difficulty as a GCSE and failure in the examined element will result in failure of the course.

Coursework Requirements

Very few GCSE courses still include a coursework component, sometimes referred to as Non-Examined Assessment (NEA). Coursework is work undertaken by the student over a period of time in class and, on occasions, at home depending upon the level of control.

Coursework is seen to be important because:

- ⇒ it provides an important extra way of assessing students;
- ⇒ it offers **ALL** students the opportunity to show what they know, understand and can do outside the pressure of a formal examination;
- ⇒ it places the student in charge of his/her work. How well they do will depend on the work they are prepared to put in and their readiness to listen to constructive criticism and guidance;
- ⇒ it enables students to see how well they are doing at all stages of their work and offers opportunities for amendment and improvement.

Non-Examined Assessment

Non-Examined Assessment is a form of internal assessment comprising of three stages: task setting, task taking and task marking.

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students. The key intention of non-examined assessment is to ensure that the final completed piece of work is a true reflection of each student's effort. To this end the taking of the task can be divided into three stages:

- ⇒ **Research** - is when students are informally supervised within the classroom with some work unsupervised outside of the classroom;
- ⇒ **Analysis** - is when students do their analysis and selection under supervised conditions.
At this stage students are able to have access to resources, work collaboratively with other students and are able to receive limited teacher guidance
- ⇒ **Write-up** - is when students must be under direct supervision at all times, have access only to the permitted resources and must complete all work independently

What do I need to do next?

The decisions you are about to make are important as you will be studying these subjects for the next two years. They may also have a direct effect on what you will study later or the career you choose for yourself.

The key questions you need to address include:

- ⇒ which subjects do I like the most?
- ⇒ which subjects am I good at?
- ⇒ what are my strengths? (*Be realistic and look at your recent assessments*)
- ⇒ what might I need in the future?
- ⇒ how much work is involved?
- ⇒ how clear am I about my future intentions?

Three other pieces of advice:

- ⇒ never choose a subject because your friends are choosing it;
- ⇒ never choose a subject because you like the teacher you had in the past – that teacher may not be teaching you in Year 10;
- ⇒ look after your own interests and needs.

If you are uncertain about what you are going to do after GCSEs, do not worry. What you need to do is to keep your options open for flexibility in the future. If you do have a possible career in mind, make sure you choose the subjects that will support you when you come to specialise at a later date.

Take the opportunity to talk to your parents/carers, your interviewer and your subject teachers about what you would like to do. Further advice is available from your form tutor, from Miss Nicholls, Subject Leaders and other senior staff. In addition, there is a Careers Section in the Library where you will be able to find specific advice on job/career requirements and Further Education courses.

In your meeting you will discuss with a member of staff what you would like to study and how appropriate this will be for you. After you have had your one-to-one meeting your Microsoft options form will be made available to you via your email. Please complete it and return it by **Thursday 28th March 2024** at the latest.

Please note, all subjects are offered in good faith. Whether subjects run or not in September will, in most cases, depend on the number of students who choose to take them and, on our ability, to secure appropriately qualified staff to teach the courses. In the event of only a small number of students selecting a particular subject or course, it may be necessary to withdraw it.

A final piece of advice

If you are uncertain or unclear about something, do not be afraid to ask. A question now may well save you from making a poor choice. Better to find out now than in six months' time, when it is unlikely, we will be able to change your course.

The key stage 4 curriculum

The provisional blocks:

The option blocks will be constructed in response to the Year 9 students' interests and aspirations. When choosing subjects to study at Level 2, students and parents are advised to consider and discuss the following:

- Ensure a range of subjects providing a good balance (not all project/coursework based, not all essay subjects) are chosen
- Languages are increasingly important for employers and further/higher education
- The demands of the subject – is progress and attainment in KS3 sufficient to meet the start point of the KS4 course. Is your reading age high enough?
- Do you enjoy the subject? If not, why are you choosing it – discuss the reasons before starting the course; it may be facilitating a future career in which case you must be prepared to work hard and positively

Core Subjects

At Key Stage 4, Years 10 and 11, the curriculum comprises of some subjects that are compulsory and others that are optional. The compulsory subjects, known as Core Subjects, are:

SUBJECT	Periods per week (provisional)
English	5
Mathematics	5
Combined Science	5
Religious Studies	3
Physical Education	2
PSHCE	1

The mix of core and option subjects ensures that all students will be able to maintain a balanced curriculum up to the age of sixteen.

As a Church of England school, we place considerable importance on the study of religion and all students follow a course in Religious Studies that leads to a GCSE qualification in which they broaden the knowledge and understanding of Christianity and other major world faiths. This contributes to the making of balanced decisions about everyday issues and to be tolerant of people from different backgrounds and of widely differing beliefs.

Physical Education makes sure that students exercise their bodies as well as their minds.

English Language

Exam board and course title:

Subject Leader:

CORE SUBJECT

English Language AQA

Ms A Beames

- The English GCSE changed in September 2015.
- Students are now assessed in two exams at the end of Year 11.
- All texts that are featured in the exams are unseen.
- Spoken Language (Spoken Presentation) is compulsory, but is assessed separately and does not count towards the overall GCSE.

Paper 1: Explorations in Creative Reading and Writing	+	Paper 2: Writers' Viewpoints and Perspectives	+	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading - one literature fiction text Section B: Writing - descriptive or narrative writing		What's assessed Section A: Reading - one non-fiction text and one literary non-fiction text Section B: Writing - writing to present a viewpoint		What's assessed (AO7–AO9) - presenting - responding to questions and feedback - use of Standard English
Assessed - written exam: 1 hour 45 minutes 80 marks 50% of GCSE		Assessed - written exam: 1 hour 45 minutes 80 marks 50% of GCSE		Assessed - teacher set throughout course - marked by teacher - separate endorsement (0% weighting of GCSE)
Questions Reading (40 marks) (25%) – one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)		Questions Reading (40 marks) (25%) – two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)		Changes to the grading system A*-U grades will be replaced by 1-9 - with 9 being the equivalent of A**

This course should enable students to:

- read a wide range of texts (including a 19th century extract), fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently for different purposes, using Standard English appropriately
- use grammar correctly, punctuate and spell accurately, and apply a wide vocabulary

English Literature

Exam board and course title:

Subject Leader:

CORE SUBJECT

English Literature AQA

Ms A Beames

- The English Literature GCSE also changed in September 2015.
- Students will be assessed in two exams at the end of Year 11.
- Unlike the English Language course, students will study a range of set texts in preparation for the exams – only one element will be unseen.

Paper 1: Shakespeare and the 19th-century novel	+	Paper 2: Modern texts and poetry
What's assessed • Shakespeare • The 19th-century novel		What's assessed • Modern texts • Poetry • Unseen poetry
How it's assessed • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE		How it's assessed • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
Questions Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.		Questions Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

This course should encourage students to:

- read a wide range of classic and modern literature fluently and with good understanding, and make connections across their reading
- develop an understanding of the cultural context of a text and its implications in constructing a response
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other terms they need to critique and analyse what they read.

Our Current Set Texts:

English Literature Paper 1:

Macbeth

A Christmas Carol (*subject to change*)

English Literature Paper 2:

Pigeon English (*subject to change*)

Poetry Cluster: Power and Conflict

Personal Development and Employability Skills Qualifications

Subject Leader:

Mr A YDRI

Qualification Titles:

Entry 3 Award & Certificate in Personal Development and Employability Skills

Level 1 Award & Certificate in Personal Development and Employability Skills

Level 2 Award & Certificate in Personal Development and Employability Skills

The qualification is recognised by RCF (the Regulatory Qualifications Framework) and awarded by the King's Trust, a recognised awarding organisation by Ofqual (the examination regulator).

It is a 2-year course (Year 10 and 11), time-tabled for 3 sessions a week (a double lesson and a single).

The Personal Development and Employability Qualifications include:

A range of units that allow students to develop skills in literacy and numeracy, employability, career planning and personal development

Also, a number of units that support specific areas of personal development, including managing money, sport, health, teamwork and enterprise

How to achieve The Prince's Trust Qualification:

By the summer term in year 11, Students will need to have completed their portfolio of work which is linked to the assessments of the units studied.

They can choose from the following units:

Employability Units:	Personal Development Units:
Career planning Interpersonal and self-management skills Planning for personal development	Community project Managing money Preparing for a healthy and active lifestyle Presentation skills Teamwork skills Undertaking an enterprise project Personal project Work experience Customer service Participation in exercise Digital skills Practising leadership skills

Qualification Levels:

The qualifications are available at Award and Certificate size and at Entry 3, Level 1 and Level 2. They therefore meet a variety of individual learning needs.

Assessment:

There are no exams for qualifications. Assessment is by means of a Portfolio which is internally and externally verified. All learning outcomes need to be successfully covered to pass a unit.

The Portfolio:

The portfolio is the term given to the collection of evidence by students which meets the requirement of the assessment criteria.

We believe that the skills gained through the King's Trust activities are likely to help students improve in their other GCSE subjects.

Mathematics

Exam board and course title:

Subject Leader:

CORE SUBJECT

EDEXCEL 1MA1

Mr K Bowers

All students will follow a GCSE course covering the main branches of Mathematics:

- ⇒ **Number**
- ⇒ **Algebra**
- ⇒ **Ratio, proportion and rate of change**
- ⇒ **Geometry and Measures**
- ⇒ **Statistics and Probability**

There is a '**Functional Mathematics**' element embedded within these areas, with questions set in real-life contexts looking at the quality of written work and explanations.

- There is no coursework.
- There are two tiers that will be graded and certified on a grade scale from 9 – 1, where 9 is the highest and 1 the lowest.

Foundation in which students can achieve grade 1-5

Higher in which students can achieve grade 4-9

There is only a linear course available due to changes in legislation from September 2012.

- There are three exam papers that students will sit at the end of year 11, all three papers must be at the same tier of entry.

Paper 1 non- calculator.

Papers 2 and 3 will be calculator papers.

Each paper will be 1 hour and 30 minutes long and have 80 marks available on each.

All students will require a scientific calculator and a geometry set, available in high street shops.

The GCSE specification in mathematics will provide a broad, coherent, satisfying and worthwhile course of study. It will encourage students to develop confidence in and a positive attitude towards mathematics as well as to recognise the importance of mathematics in their own lives and to society.

The mathematics GCSE will demand deep and broad mathematical understanding. The aim is to develop fluent knowledge, skills and understanding of mathematical methods and concepts. To acquire, select and apply mathematical techniques to solve problems and to reason mathematically, make decisions and inferences, and draw conclusions. Comprehend, interpret and communicate methodical information in a variety of forms appropriate to the information and context.

All students will leave St Augustine's with a rich experience of numeracy and the ability to use mathematics successfully in the real world.

Progression

Students who achieve a grade of 7 or above will be considered for A level mathematics.

Careers which use mathematics are accountancy, banking, architecture, market research and business management; these are but a few.

Combined Science

Exam board:

Subject Leader:

CORE SUBJECT

AQA GCSE Combined Science: Trilogy

R Smith

Tiers available: Foundation tier will cover grades 1–5 and Higher tier will cover grades 5-9.

Structure of course: 100% Examination; 6 exams

Combined Science Course Outline:

Subject	Paper 1	Paper 2
Biology	Biology topics 1-4: Cell Biology; Organisation; Infection and response; and Bioenergetics	Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; Ecology
Chemistry	Chemistry topics 1-5: Atomic structure and periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes	Chemistry topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources
Physics	Physics topics 1-4: Energy; Particle model of matter; and Atomic structure	Physics topics 5-7: Forces; Waves; and Magnetism and electromagnetism
How each paper is assessed		
⇒ Written exam: 1 hour and 15 minutes ⇒ Foundation and Higher Tier ⇒ 70 marks ⇒ 16.7% of GCSE		
The type of Questions on each paper		
Multiple choice Structured Closed short answer Open response		

Annual events/opportunities:

Science Status events

Useful Resources:

AQA GCSE CPG Revision Guide, Free Science Lessons on YouTube and AQA GCSE Combined Science Oxford textbooks (available on kerboodle).

Progression:

Progression to A/AS level Biology, Chemistry and/or Physics possible with Grade 6&7 or above

Careers that require grades 7 and above at KS4 include:

The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, public health and dentistry, to construction engineering, chemical engineering and mechanical engineering. Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and car industry.

Separate Science (Triple Science)

Exam board:

Subject Leader:

CORE SUBJECT

AQA GCSE Separate Science: Trilogy

R Smith

Tiers available: Foundation tier will cover grades 1–5 and,
Higher tier grades 5-9.

Structure of course:

Biology: 100% examination: two exams.

Chemistry: 100% examination; two exams.

Physics: 100% examination; two exams.

Course Outline for Separate Sciences

This trilogy of sciences are separate subjects so count as three GCSEs

Subject	Paper 1	Paper 2
Biology	Biology topics 1-4: Cell Biology; Organisation; Infection and response; and Bioenergetics	Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; Ecology
Chemistry	Chemistry topics 1-5: Atomic structure and periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes	Chemistry topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources
Physics	Physics topics 1-4: Energy; Particle model of matter; and Atomic structure	Physics topics 5-8: Forces; Waves; Magnetism and electromagnetism and Space physics Questions in Paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity
How each paper is assessed		
⇒ Written exam: 1 hour and 45 minutes		
⇒ Foundation and Higher Tier		
⇒ 100 marks		
⇒ 50% of GCSE		
The type of Questions on each paper		
Multiple choice		
Structured		
Closed short answer		
Open response		

Annual events/opportunities:

Science status events

Useful Resources

AQA GCSE CPG Revision Guide, Free Science Lessons on YouTube and AQA GCSE Biology-Chemistry-Physics Oxford textbooks (available on kerboodle).

Progression

Progression to A Level Biology, Chemistry and/or Physics possible with 2 x Grade 6 or above

Careers that require grades 6 and above at KS4 include:

The list of career opportunities is almost endless. They range from the medical profession, i.e. doctor, nurse, pharmacist, public health and dentistry, to construction engineering, chemical engineering and mechanical engineering. Opportunities also occur in computing, electronics, telecommunications and electrical engineering. Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and car industry.

Scientists also form an important part of the aerospace industry, industrial chemical manufacturing, textiles and car industry.

Religious Studies

Exam board and course title:

Subject Leader:

CORE SUBJECT

AQA

Mr N Trigg

Structure of course

100 % examination at the end of Year 11 (2 examinations)

Course Outline

Component 1 (taught in Year 10 – Exam at the end of Year 11)

- 50% of GCSE
- 1 exam: 1hr 45 minutes
- Students must answer questions on two of the following religions
 - Beliefs teachings and practices of 2 religions
 - All students study
 - Christianity
 - One religion from the following options
 - Islam
 - Judaism

Component 2 (taught in Year 11 – Exam at the end of Year 11)

- 50% of GCSE (1 exam: 1hr 45 minutes)
- Students must answer questions on four of the themes below
 - Religious, philosophical and ethical studies themes:
 - Theme A: Relationships and families
 - Theme B: Religion and Life
 - Theme C: The existence of God and revelation
 - Theme F: Religious, human rights and social justice

During the course students will have:

- ⇒ an introduction to philosophy and ethics;
- ⇒ an opportunity to ask questions about Life and Death;
- ⇒ the opportunity to explore issues of Right and Wrong;
- ⇒ the opportunity to consider whether we can know that GOD exists.

As a Christian school, we firmly believe in the value of Religious Studies. Religious Studies is a subject that not only supports tolerance and understanding, but also allows students to develop key literacy skills. We are very proud that all students have the opportunity to study Religious Studies to GCSE at St Augustine's.

Progression

You will need to achieve a grade 6 to continue onto the A level course. It is a subject which allows students to use transferable written and oral skills.

Subject Leader:

During Years 7, 8 and 9 students participate in a full range of activities from all areas of sport. These include ball skills, gymnastics (trampolining), athletics, net games, striking and fielding games and invasion games. Students are encouraged to pay particular attention to their organisation, leadership, and well-being in preparation for Key Stage 4. Students also use sport as a platform to develop essential life skills such as leadership, dedication, respect, fair-play and communication as transferable skills in other linking subjects and the wider community.

During Years 10 and 11 students participate in a range of activities using both on-site and off-site facilities. Students will be familiarised with the local sports facilities and encouraged to attend Sports Centres and clubs after school hours and during the school holidays.

Keeping fit and healthy is vital for everybody and discovering how to achieve this state is an important part of a rounded education. In Years 10 and 11, as far as possible, students are given the opportunity to try a range of new sports and activities. In the past students have participated in fitness training, badminton, football, basketball, tennis, volleyball, aerobics, table-tennis, athletics and many more.

All students are expected to take part to the best of their abilities and in the **PE kit of a blue St. Augustine's branded t-shirt and/or sweatshirt and St. Augustine's branded navy-blue tracksuit bottoms/shorts and trainers**. Our aim is to provide opportunities for pupils to get involved in a broad range of different activities that in combination develop the whole body. Through this we aim to develop, individual skills, teamwork and leadership skills, through participation in physical activity.

Art and Design: Fine Art

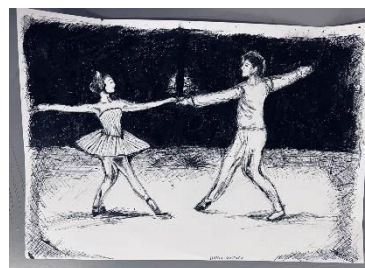
Exam board:

Subject Leader:

OPTION SUBJECT

GCSE AQA 8202

Mr Grange



Choosing Art and Design:

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art and Design is a great choice. The skills you gain make it a great complement to other subjects.

- The GCSE in Art and Design is an exciting and creative course that provides opportunities to develop independent ideas and gain new skills in visual communication.
- There is an emphasis on adventurous and enquiring approaches to art and design and producing artwork that embraces a range of ideas.
- This course is assessed by coursework which is weighted at 60% of the overall grade, and an externally set assignment (with exam) taken in year 11, worth 40%.
- The coursework is broad based and designed to help you experiment and develop skills across a wide range of media.

There are four coursework projects which are:

Movement – based on the work of various photographers and artists, you will work in various media, the emphasis will be on portraiture

Techniques – you will spend six weeks experimenting with various modern printing techniques using your own photographs as a starting point

The Themes Project – You will choose one project from seven themes; you will research your own ideas and create work based on them. (Includes a trip to Tate Modern)

Externally Set Assignment – a project set by AQA, you will have seven themes to choose from and three months to prepare for a final exam

To be successful in art you are expected to complete homework regularly each week. Once a week there is a one-hour art session after school, where you are given the opportunity to develop your work further with additional support.

Skills you will learn:

Drawing, Painting, Colour theory, Problem solving, Sculpture, Collage, Mixed media, Research and analysis, Photography, Printmaking, Digital media and Contemporary art practice

Progress: Art and design complement a wide range of subjects in the curriculum.

Students who are successful can study this subject at A level or other Art and Design qualifications at college or university.

Career paths for art students in the creative industries include:

animation and illustration, advertising, architecture, fashion and textile design, fine art painting, film, printmaking and sculpture, graphic design, interior design, multimedia and new media, photography, product design and set design. **For more information about creative careers:**

<https://discovercreative.careers/#/>

<https://www.youtube.com/watch?v=ArnhltrVuFM>

Art and Design: Graphic Communication

Exam board:

Subject Leader:

OPTION SUBJECT

OCR J172

Mr M Devine

Structure of course:

40% external set task

60% internal assessment

Course Outline:

This GCSE is designed to bring Graphic Communication to life and to help you develop your design skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. Graphic Communication will suit candidates who enjoy solving problems through design using the computer, modelling or by illustration.

Students will develop their skills in design, explore different graphic design processes and will experience working with a wide range of computer programmes and techniques.

The course is particularly appropriate for those students who may wish to follow a course in graphic, fashion and interior design, digital media, media studies and photography.

Year 10	Year 11
Introduction to the major design project. There are four assessment objectives which form the internal assessment. <u>AO1- Develop an Idea</u> - Students gain knowledge and understanding of current and past Graphic design/designers. - Students learn how Graphic design is used and how it affects different societies, consumers and cultures. - Students develop presentation skills that are integral for the visual communication of their design portfolio. <u>AO3- Record an Idea</u> - Students produce photography for design intentions. - Students learn about how colour affects design. - Students learn about how typography affects design. - Students learn about to role of graphic designer in advertising.	<u>AO2- Refine an idea</u> - Students experience different processes, equipment and techniques that are relevant to their work. - Students refine and develop design ideas <u>AO4- Present an idea</u> - Final graphic design products for internal assessment. Completion of major design project. Preparation for External set task.
Mock exam: 1 Day practical assessment	GCSE Practical External set task. Final graphic design product. 2 days – 40%

Annual events/opportunities:

Students will have the opportunity to go on a trip to the Design Museum, Museum of Advertising and/or the Victoria & Albert Museum. They will also have the opportunity to analyse packaging and brands.

Progression:

The course is good preparation for progression to A Level in Art and Design: Graphic Communication or a suitable college/ vocational course. It could lead towards a career in new media, fashion designer, illustrator, package designer, web/ app designer, interior designer, advertising, design, games development and games technologies

Business

Exam board:

Subject Leader:

OPTION SUBJECT

EDEXCEL 1BS0

Mr M Grant

This course allows you to investigate and analyse real business opportunities. It will enable you to construct well-evidenced, balanced and structured arguments. You will also develop quantitative skills relevant to business including using and interpreting data.

You should have an interest in contemporary business issues. You need to be good at communicating particularly in written work. You should not be afraid of learning new things and working with numbers to solve business problems.

This course cannot be taken with Enterprise and Marketing

Course Structure

Theme One: Investigating Small Business

Theme Two: Building a Business

Assessment

Two 1hr 45-minute written examinations

What will I cover?

Theme One: Investigating Small Business	Theme Two: Building a Business
Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions.	Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

Computer Science

Exam board:

Subject Leader:

OPTION SUBJECT

OCR J277

Mr M Grant

The course gives you a real, in-depth understanding of how computer technology works. You will no doubt be familiar with the use of computers and other related technology from your other subjects and elsewhere. However, this course will give you an insight into what goes on 'behind the scenes', including computer programming.

You should only consider GCSE Computer Science if you have a keen interest in learning a programming language and have good Maths based skills (typically you will be in set 1 or set 2 Maths). Programming involves the regular use of maths and is essential in order to do well in this subject.

Course Structure

Computer Systems (01)

Computational thinking, algorithms and programming (02)

Assessment

Two 1hr 30-minute written examinations

What will I cover?

J277/01: Computer systems	J277/02: Computational thinking, algorithms and programming
This component will assess: • Systems architecture • Memory and storage • Computer networks, connections and protocols • Network security • Systems software • Ethical, legal, cultural and environmental impacts of digital technology	This component will assess: • 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments
All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.	

Design & Technology

Exam board:

Subject Leader:

OPTION SUBJECT

AQA 8552

Mr M Devine

Course Structure: 50 % Practical: Portfolio and final product 50% Theory: 2 hours Exam end of Year 11

This subject has undergone changes and its title is now **Design and Technology** as it covers several different materials now including textiles and a variety of new emerging technologies. This course will suit candidates who enjoy designing and practical making activities. Students will develop key skills in design, explore investigating and manufacturing techniques that should lead to the production of a functional solution.

Although there is a strong emphasis on designing a product student will experience using different tools to work with wood, metals, textiles and plastics. They will also gain experience of CAD (Computer Aided Design) and CAM (Computer Aided Manufacture).

The course is particularly appropriate for those students who may wish to follow a course in engineering, product design, furniture design and other areas of design and manufacture for the industry.

Coursework, which is undertaken in Year 11, aims to provide the focus where students are able to combine their own ideas, skills and interests. Students will acquire problem solving, creative, analytical skills as well transferable skills, which will be very useful in later years.

	Year 10		Year 11
50%	Students will be expanding on their knowledge in both theory and practical skills and will be working with the following materials: wood, polymers, metal and glass. Students will have to learn and understand the following: Core technical principles Specialist technical principles Designing and making principles The main categories and types of textiles	50%	Preparation for a design folder and final product to be submitted by the end of year eleven to demonstrate problem solving skills and independent work. Revisit and apply previously learn knowledge covered in Y10 is essential
50%	Exam questions practice and end of unit tests. Theory on materials and components Mock exam 2 hours - 100 marks - 50% of GCSE Design solving problems 15% maths questions Materials and textiles Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions	50%	Mock exam 2 hours Final written exam: 2 hours 100 marks - 50% of GCSE Design solving problems 15% Maths questions Materials and textiles Section A – Core technical principles (20 marks) Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions

Annual event opportunities

Students will have the opportunity to attend the Design Museum and design related establishments to analyse and redesign existing products.

Drama

Exam board:

Subject Leader:

OPTION SUBJECT

AQA 8261

M T Jacobs

<u>Is this the right subject for me?</u>	<u>What do I need to know, or be able to do, before taking this course?</u>
It is the right course for you if you enjoy: ➤ Evaluating your work and the work of others ➤ Expressing yourself practically ➤ working with others in a group ➤ Exploring emotions and feelings, and their communication ➤ Performing different characters within different scenarios and contexts ➤ Creating your own drama work/plays and performing on stage ➤ Watching and performing plays written by other people	➤ Have a passion for Drama ➤ Write well ➤ Enjoy discussion and debate ➤ Be willing to take a risk ➤ Be a committed person ➤ Welcome a chance to perform ➤ Work cohesively in a group ➤ Be interested in people ➤ Have an opinion

What will I learn?

GCSE Drama is an academic course that combines the creative and the academic. Its starting point is always performance and the elements of theatre. These inform all the written work that happens over the course. You will write about how you might perform a role; design a costume; create sound; plan lighting, or design a set. This is a **challenging, creative and hugely enjoyable** GCSE if you are willing to fully commit to the course.

Component	Component Title	Assessment	Weighting
1	<u>Understanding Drama:</u> This component takes you to the theatre and asks you to think about how the acting, lighting, music, sound, set design, costumes and make up create meaning and enjoyment for an audience. It also introduces you to the different roles in the theatre, different ways of staging plays and different styles of performance.	Written examination	40%
2	<u>Devising Drama:</u> This component asks you to devise a piece of theatre (from a contemporary stimulus e.g.; a song, issue or event) You will perform your devised piece in front of an audience. During the process, you keep a logbook mapping, analysing and evaluating the journey. You will do this in Year Ten and therefore will have 40% of your GCSE completed by the end of Year Ten.	Internal assessment and external moderation	40%
3	<u>Texts in Practice:</u> This component asks you to rehearse and perform monologues, duologues and/or scenes from plays. You will do these in front of an examiner from AQA, and an invited audience of parents, teachers and peers.	External visiting examiner	20%

What can I do after I've completed the course?

'More than 9994 students studying at Russell Group Universities since 2012 have an A Level in Drama and Theatre. They are studying Medicine, Law, History, Geography, Theology, Philosophy, Classics, Art, Music, Psychology, Politics, Politics, Maths, Business, Economics, Engineering, French, German, Computer Science, Dentistry, Russian, Management, Biomedical Sciences, Chemistry, Film, Spanish, Italian, Physics as well as DRAMA, THEATRE and many more.' - essential drama.com 2017

'I genuinely think choosing Drama has been one of the most valuable decisions I have ever and will ever make-I don't think any other subject can rival the breadth and wealth of knowledge and skills it will give you'

-Polly Lavelle, History student, University of Oxford 2019-2022

Enterprise and Marketing

Exam board:

Subject leader:

OPTION SUBJECT

Cambridge National J837

Mr M Grant

This qualification is for students who wish to develop applied knowledge and practical skills in business, enterprise and marketing. Students will learn about the techniques that businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. Students will undertake a series of practical projects and theoretical assessment.

Students undertaking this subject will have a flare for Business and have ideas on how to develop a product or service over time, working in a more practical way.

This course cannot be taken with GCSE Business

Course Structure

Unit R067: Enterprise and marketing concepts

Unit R068: Design a business proposal

Unit R069: Market and pitch a business proposal

Assessment

One 1 hour 15 minutes written examination

Two coursework projects

What will I cover?

Unit R067: Enterprise and marketing concepts	Unit R068: Design a business proposal	Unit R069: Market and pitch a business proposal
Assessment Objective: Understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.	Assessment Objective: Identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product	Assessment Objective: Pitch product proposal to an external audience after completing a practice pitch, complete a review of both pitching skills and product proposal.

Structure of course: 100% Examination taken at the end of Year 11

Highlights

Paper 1	Global Geographical Issues	37.5%
Paper 2	UK Geographical Issues	37.5%
Paper 3	People and Environmental Issues, Making Geographical Decisions	25%

Annual events/opportunities:

There is regular revision support via SENECA and Teams in both Year 10 and 11 to support students with their Geographical studies.

Two fieldtrips take place during the course. One to a location within London to complete urban fieldwork (Queen Elizabeth Olympic Park) and physical geography fieldwork to river-based location (River Wye, High Wycombe).

***Please note that fieldwork is a compulsory part of all GCSE Geography specifications so attendance is mandatory as it counts for 37.5% of their final grade.**

Progression

If you would like to study geography, post-16, you will need a Grade 6 or above at GCSE to continue on to A level. Opportunities at A level include a residential fieldtrip.

How can Geography be used in the future?

A GCSE in geography opens doors! The next 20-30 years will be dominated by the development of energy and water resources and the environmental management of them. Geography will be **key** to this.

You will find that studying geography is a brilliant step towards a wider range of HE courses and/or employment opportunities.

- Further education — Geographers can go on to study higher level courses, including Foundation degrees and undergraduate degrees.
- Employment — Geographers can go into a wide range of jobs, including:

Engineering; Architecture; Advertising; Education; Environmental management; **Finance; Law; Marketing;** Retailing; Sales; Social/Health Services; Town Planning and Regeneration.

Study opportunities:

- Study topic booklets created by teachers are given to students along with published study guides.
- Useful websites: <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- Past papers available on: <http://www.edexcel.com/iama/student/Pages/Pastpapers.aspx>

BTEC Health and Social Care

Exam board:

Subject Leader:

OPTION SUBJECT

EDEXCEL BTEC

Ms N Boston

Structure of course:

Unit no	GLH	Component title	Assessment	Level
Unit 1	36	Human Lifespan Development	100% coursework (internally assessed)	1/2
Unit 2	36	Health and Social Care Services and Values	100% coursework (internally assessed)	1/2
Unit 3	48	Health and Wellbeing	Externally assessed (exam)	1/2

Assessment:

The Edexcel BTEC Level 1/Level 2 Tech Award in Health and Social Care is taught over 120 guided learning hours (GLH). The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore you need to demonstrate attainment across all components in order to achieve the qualification.

Unit 3 Health and Wellbeing component is an externally assessed and Unit 1 and 2 components are internally assessed.

A summative unit grade is awarded at Level 1/ Level 2 at Pass, Merit and Distinction.

- ⇒ To achieve a **'pass'** a learner must have satisfied **all** the pass assessment criteria
- ⇒ to achieve a **'merit'** a learner must additionally have satisfied **all** the merit grading criteria
- ⇒ to achieve a **'distinction'** a learner must additionally have satisfied **all** the distinction grading criteria.

Annual events/opportunities:

Visit to the nursery/residential home/hospital. Visitors/speakers from Health and Social care settings. Workshops.

Progression:

- ⇒ BTEC National Certificate, Award and Diploma in Health and Social Care (health sciences, health studies or social care)
- ⇒ Edexcel's BTEC Level 3 National Award, Certificates and Diplomas in Health and Social Care can provide a springboard to a university degree or Foundation Degree in an appropriate vocational discipline, to BTEC HNCs and HNDs, or to employment.
- ⇒ Need pass grade or above to continue to Post-16, level 3 Health and Social Care.

Careers that require levels 9-5 at KS4 include youth support workers, nursery nurses, midwives, nurses, paramedics and counsellors. This list is not exhaustive. Other roles that look favourably on a health and social care qualification are health science technician/support staff.

History

Exam board:

Subject Leader:

OPTION SUBJECT

EDEXCEL (1HI0)

Mr I Braid

The History course covers Modern European and World history but there is also a unit on Elizabeth Tudor and a thematic study which looks at a topic over 1000 years. The topics you study will be:

- Early Elizabethan England, 1558-1588
- Weimar and Nazi Germany, 1918–39
- Superpower Relations and the Cold War, 1941–91
- Migrants in Britain, c800–present, including Notting Hill

Your assessment comprises of three written exams in May/June of year 11 – these will require you to have a good knowledge of the topics you have studied and be able to apply this knowledge to answer historical questions.

Paper 1	• Thematic study: Migrants in Britain, c800–present • Historic Environment: Notting Hill	1h 15	30%
Paper 2	• British depth study: Early Elizabethan England, 1558-1588 • Period study: Superpower Relations and the Cold War, 1941–91	1h 45	40%
Paper 3	• Modern depth study: Weimar and Nazi Germany, 1918–39	1h 20	30%

Lessons and Homework:

At St Augustine's we teach three History lessons a week. The lessons are delivered through reading, studying sources and watching clips. We regularly recap past topics to improve memory recall and to ensure your success. Within lessons we also build and develop student's historical skills such as source analysis and the ability to construct an argument and reach a judgement on a given issue. We set regular weekly written homework and it is an expectation that this is completed in order to ensure success.

Progression:

A level History is very strong at St Augustine's and many of our students go on to study it in the Sixth Form and beyond. While learning History you will learn lots of information about the past and you will also develop historical skills such as source analysis, argument, evaluation and explanation. All of these skills are highly transferable to a number of future courses and careers and are highly valued by institutions. History has been studied by people in all kinds of employment but is of particular relevance to the following professions; architecture, broadcasting, teaching, publishing, law, acting, journalism, banking, computer programming, social work and business.

GCSE Food Preparation and Nutrition

Subject leader: Mr M Devine

Examination board: AQA

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

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

Course assessment:

Non-Exam Assessment:

50% of the total GCSE marks.

Task 1 (NEA Non-Exam assessment)

A food investigation worth 15% of the final grade

Task 2 (NEA Non-Exam assessment)

A food preparation assessment worth 35% of the final grade, a portfolio is produced, and 3 dishes are made within a 3-hour assessment.

Written examination

There will be one exam for this qualification, which will assess your knowledge of the theory behind food preparation and nutrition. The exam will be 1 hour 45 minutes long. The second part of the assessment will be nonexamination assessment and will consist of two tasks, involving practical work.

50% of the total GCSE marks.

Is the course right for you?

You will have the opportunity to develop your own practical and design skills which can easily be applied when catering for yourself or friends at home, college, or university. Food preparation and nutrition is a sound basis for further study at higher levels alongside catering and hospitality courses.

Transferrable Skills

Studying Food Preparation and Nutrition enables student to develop many transferable skills including independent thinking, people skills, creativity, organisation, problem solving and time keeping. Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries.

BTEC Digital Information Technology

Exam board:

Subject Leader:

OPTION SUBJECT

Cambridge National

OCR 603/2740

Mr M Grant

Information technology is an ever-changing fast paced practical subject. It will equip you with the skills you need to take on the new and unknown. You will encounter new challenges due to the speed at which the industry is evolving. You should have a genuine interest in Information Technology and have a good grasp of a range of different IT related skills including the full suite of office programs.

Course Structure

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Component 2: Collecting, Presenting and Interpreting Data

Component 3: Effective Digital working Practices

Assessment

One 1hr 30-minute written examination

Two coursework projects

What will I cover?

Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Component 2: Collecting, Presenting and Interpreting Data	Component 3: Effective Digital working Practices
Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.	Learners will explore how organisations use digital systems and the wider implications associated with their use.	This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. The component is designed to allow you to explore the digital systems available to organisations and how their features have an impact on the way organisations operate. You will explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. You will analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems. This component builds on Key Stage 3 where you will have learned how to use technology responsibly. In this component, you will learn about how organisations can use technology safely and about the cyber security issues when working in a digital organisation.

MFL (French and Spanish)

Exam board:

Subject Leader:

OPTION SUBJECT

EDEXCEL

Mr Barrier

Why choose a Modern Foreign Language?

French and Spanish are vibrant, exciting, and dynamic languages. French and Spanish cultures have made an important contribution to modern European history, as well as being the first language of over 400 million people across the globe. It is this international aspect that makes Modern Foreign Languages such an important subject to study.

So, what are the practical benefits to studying a Modern Foreign Language? Here are some examples:

- You will add an international dimension to your choice of GCSE subjects which is something many future employers, colleges and universities look for.
- You will learn many skills which are useful in a wide range of future careers (not just language-specific jobs!), such as the ability to communicate clearly and being confident about speaking in public.
- You will gain appreciation for other cultures, languages, and ways of life; as citizens of London, this is a huge advantage to your personal and professional lives.

GCSE Course Structure and Assessment

In French and Spanish we cover the following topics: media and culture, sport and leisure, travel and tourism, business, work and employment, out and about, customer service and transactions, personal information and future plans, education and work. These topics are assessed as follows:

Skill	Assessment Type	Percentage
Listening	Exam in Summer of Year 11	25%
Speaking	Internally conducted exam (end of Year 11)	25%
Reading	Exam in Summer of Year 11	25%
Writing	Exam in Summer of Year 11	25%

The new GCSE has the following focus:

- A stronger emphasis on culture and identity;
- Much more emphasis on independence and interaction in all skills;
- Stronger communication based on a deeper understanding of how language works;
- The opportunity to apply languages in personal, academic and employment-related contexts;
- A greater focus on spontaneous talk and the inclusion of repair strategies as a skill;
- Opportunities for bilingual learning;
- Translation;
- Wider and richer sources for listening and reading, including literary texts to inform, inspire and as a stimulus for a personal response.

Progression

If you are particularly successful, you may wish to continue to AS French or Spanish, provided you have achieved at least a level 6 in GCSE.

Music

Exam board:

Subject Leader:

OPTION SUBJECT

EDEXCEL 7010

Mr S Savage

If you enjoy playing musical instrument, are passionate about music and like using Apple Mac's and technology to create, record and produce your own music, then this is a good subject for you! You will develop performance skills, create your own music and study music from a variety of different styles, genres and periods. (Film music, Musicals, Club dance remix, Pop, Rock, Classical, Baroque, World Music and Indian / African Fusion).

Assessment

Performing	1 solo piece and 1 ensemble (group) piece	30%
Composing	Compose 2 pieces in two different styles	30%
Listening	A listening paper questions on the 8 pieces you have studied in class	40%

GCSE Music lessons

- ⇒ You will have to create your own music in class, in several different styles - this can be done using Apple Mac's, or by using instruments. These practical skills are developed throughout the course using step by step guides and lessons in composition, music theory and aural training.
- ⇒ You will listen to a variety of music in class, develop your listening skills and be able to respond intelligently to music, as you study 8 specially selected pieces from classical, popular and world music cultures.
- ⇒ The GCSE course encourages you to perform music of your own, as a soloist and in an ensemble (group or band). It is therefore beneficial if you have learnt an instrument or attended vocal lessons in KS3 (and are reliable at turning up for lessons.)
- ⇒ Completed performances / compositions will be recorded in the studio where you will develop music studio mixing, and production techniques

To take this course you are expected to learn a musical instrument (or voice) throughout KS4.

Lessons in your main instrument will be provided free by the school.

Progression

In the future it may be possible to take 'A' Level Music (with a pass at GCSE), or pursue a career in performing arts, musical theatre or in the music industry. This course helps with sound engineering, music technology, studio techniques, presentation / performance skills, publishing and entertainment. You will also develop many transferable skills related to a career that involves any type of communication and/or expressive skills

Physical Education

Exam board:

Subject Leader:

OPTION SUBJECT

OCR 2017

Mr A Whent

The GCSE physical education course is divided into 3 sections.

Part 1	Physical Factors Affecting Performance	30% Written examination
Part 2	Socio-cultural Issues and Sports Psychology	30% Written examination
Part 3	Performance within Physical Education	30% 3 Practical performances 10% Non-examination Assessment
Total	2 paper examinations 3 practical performances 1 non examination assessment (coursework)	70% theoretical 30% practical

The work in both the practical and theory elements of the course will require in-depth study, discipline, commitment and hard work.

To enable the students in the practical element, extra-curricular sports clubs are compulsory to ensure they are ready for the practical assessments. The clubs can be external or provided at school and must be in 3 different sports (either a combination of (i) 2 team and an individual or (ii) 1 team and 2 Individual sports) e.g (i) Football, Basketball and Badminton or (ii) Football, Badminton and Athletics.

There is more theory to be explored than there is in the practical categories.

Progression

A natural progression from GCSE Physical Education would be A level PE, BTEC Level 3 studies in Sport or Sports Science or a more specific qualification in sports coaching or fitness training.

Possible careers include teaching, coaching, physiotherapy, sports psychology, senior lecturer, sports scientist, fitness instructor, leisure assistant or manager.

This course provides an excellent opportunity for students to develop their scientific knowledge of how the body works and therefore links in with biology well.

The PE course also provides an opportunity for students to develop confidence in essential life skills to improve their employment opportunities. An example of these skills are:

- Leadership
- Independence
- Teamwork
- Communication
- Reflection skills
- Dedication
- Analysis

Psychology

Exam board:
Subject Leader

OPTION SUBJECT

AQA
Ms N Boston

Structure of course:

Paper 1:

- Memory
- Perception
- Development
- Research methods

Paper 2:

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Highlights

Paper 1	Paper 2
• Memory: processes and structures of memory • Perception: How do we see the world? • Development: the effects of learning and development. • Research methods: Research and data	• Social influence: Obedience and conformity • Language: The relationship between thought and communication: • Brain and neuropsychology. Structure and function of the brain. • Psychological problems: Depression and addiction.

Assessment

Unit	Assessment Type	Percentage
Paper 1	Examination paper of 1 hour 45 minutes Short answers and extended writing.	50%
Paper 2	Examination paper of 1 hour 45 minutes Short answers and extended writing	50%
Maths	Data handling and some calculations required.	

Annual events/opportunities:

⇒ Overlaps with GCSE Science and Mathematics

Progression:

Psychology can be applied to all areas of business and work. As well as Clinical Psychology, Forensic Psychology, Educational Psychology, Sport Psychology and Occupational Psychology.

Sociology

Exam board:
Subject Leader

OPTION SUBJECT

AQA
Ms N Boston

Structure of course:

Units studied over the two-year course

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

Highlights

Paper 1: The Sociology of families and education	Paper 2: The sociology of crime and deviance and social stratification
• The sociology of families • The sociology of education • Relevant areas of social theory and methodology	• The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology

Assessment

Unit	Assessment Type	Percentage
Paper 1	Written exam: 1hour 45 minutes 100 marks Multiple choice, short answers and extended writing.	50%
Paper 2	Written exam: 1hour 45 minutes 100 marks Multiple choice, short answers and extended writing.	50%

Annual events/opportunities:

Some guest speakers in during the course to speak about society and applied sociology

Progression:

Sociology offered at A – level. Career progression includes those reading law, medicine, charity, youth and social work, community development, counselling and psychology, teaching and life coach.

The BTEC Sport course is divided into 3 sections.

Part 1	Preparing Participants to Take Part in Sport and Physical Activity	30% Controlled Assessment (Coursework)
Part 2	Taking Part and Improving Other Performers Sporting Performance	30% Controlled Assessment (Coursework)
Part 3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	40% External Assessment (Exam)
Total	2 non examination assessment (coursework) 1 written examination	60% coursework 40% exam

This qualification is well suited to students who prefer working through coursework-based units in a sequential format and keeping to strict deadlines. There is no requirement for students to be playing sport regularly to a high level which differs to the GCSE PE course.

Students will need to be self-motivated and disciplined to keep up with the coursework unit deadlines. There is an opportunity to resit modules in the course to secure the best possible grades.

Progression

A natural progression from Level 2 BTEC Sport would be to our BTEC Level 3 in Sport at our Sixth Form as the courses are designed to feed directly into each other. Other options would be to study a BTEC in Sports Science or a more specific qualification in sports coaching or fitness training or onto A Level PE.

Possible careers include teaching, coaching, physiotherapy, sports psychology, senior lecturer, sports scientist, fitness instructor, leisure assistant or manager.

This course provides an excellent opportunity for students to develop their scientific knowledge of how the body works and therefore links in with biology well. There is a strong social and cultural focus which would also link well with the social sciences.

The PE course also provides an opportunity for students to develop confidence in essential life skills to improve their employment opportunities. An example of these skills are:

- Leadership
- Independence
- Teamwork
- Communication
- Reflection skills
- Dedication
- Analysis