



*Course Summaries  
Option Choices*

*Key Stage 4: 2018-2020*

*A Guide for  
Parents and Pupils*



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## SUBJECT

## SUBJECT LEADER

Art.....	Miss K Hudson
Business Studies .....	Mrs K Argent
Computer Science .....	Mr J Pitkin
Dance.....	Mrs A Careless
Design & Technology (Food Preparation and Nutrition).....	Mr D Thompson
Design & Technology.....	Mr D Thompson
Drama .....	Mrs M Williams
Geography .....	Mr D Edmed
History .....	Mr C McLoughlin
Media Studies.....	Mrs S Lloyd
MFL French.....	Miss N Mabile
MFL German.....	Mrs A M Isaacs
MFL Spanish.....	Miss P Brierley
Music .....	Mrs K Fauvel
Physical Education .....	Miss R Hardie
Study Skills .....	Mrs W Norris
Triple Science.....	Mr G Jones

## CHOOSING AN OPTION

### HOW TO CHOOSE: a few words of advice for pupils...

The school will ensure that students follow a broad and balanced curriculum at KS4. Such a balanced curriculum can be obtained through many combinations of subjects.

**For those students who wish attain the English Baccalaureate (EBacc) option choices would need to include one Modern Foreign Language (French, Spanish, German) and a Humanities subject (Geography or History).**

**Currently the EBacc is only being used as a measure of how well schools are performing and no certificates have been issued to students. We have no indication whether universities will require an EBacc, although Russell Group universities recommend these as 'facilitating' subjects.**

Choosing a subject is not difficult. Making the right choice, however, is a different matter. When selecting subjects you should bear in mind the following points:-

- 1 It is wise to choose subjects at which you have been successful and in which you clearly have ability.
- 2 There is no point in choosing subjects in which you do not have a basic interest. This will lead to conflict later and it is difficult to change an option once the course has begun.
- 3 You should naturally think in terms of a future career but you may well change your mind several times in the coming years. Some subjects are essential for certain careers but often employers are more interested in your learning skills, the level of your attainment and the type of person you are.
- 4 You should consider the type of course which best suits you – vocational, traditional or work based.
- 5 You should not choose a subject simply because you happen to like a particular member of staff. Neither should you make your choice because many of your friends have chosen a particular subject. Circumstances can change and you should consider your own needs.

# YEAR 10/11 CURRICULUM 2018-2020

All pupils will follow a core curriculum for 60% of their timetable and an option curriculum for 40%.

## THE CORE SUBJECTS ARE:

English Language & Literature (two GCSEs)  
Mathematics (GCSE)  
Physical Education  
Religious Studies (GCSE)  
Combined (Double) Science (two GCSEs)  
Statutory requirements for Citizenship will also be covered

In addition, students are required to study **four** other subjects.

Ten academic GCSEs is not a suitable programme for every student.

Where it is felt that a student may benefit from a reduced curriculum in order to consolidate their learning across other curriculum subjects, the school will consider a pupil taking a course based on the development of study skills. If this is requested this should be indicated in the Options Selection Sheet.

Students are required to use the Course Selection Sheet at the back of this booklet to make their choices and submit their application to their form tutor by Monday, 5<sup>th</sup> March 2018.

Please note:

1. You may choose only **one** Design and Technology subject.
2. You may not choose GCSE and BTEC PE.
3. **Where the number of students choosing a subject is too low for a group to be viable, an alternative choice will be identified in discussion with students and parents.**

# OPTION CHOICES

## Step 1

Students choose 1 subject from the following:

Triple Science  
History  
Geography  
MFL French  
MFL Spanish  
MFL German  
Study Skills

## Step 2

Choose 3 other option choices from the following:

Art and Design  
Business Studies  
Computer Science  
Dance  
D & T Food Preparation and Nutrition  
D & T Graphics  
D & T Product Design  
D & T Textiles  
Drama  
Geography  
History  
Media Studies  
MFL French  
MFL German  
MFL Spanish  
Music  
Physical Education (GCSE)  
Physical Education (BTEC)  
Triple Science

# Art & Design

GCSE Art & Design provides students with the opportunity to explore a wide variety of new media and techniques to build on skills developed during KS3. Over time students are supported to develop their own personal style within their work and are encouraged to think beyond the purely aesthetic qualities of the art they study and produce.

Students should be passionate about drawing and recording in many forms as well as eager to investigate new ways of working. Examples of media that students will have the opportunity to explore include painting, textile work, PVA laminating, oil pastel, relief work, upcycling and of course drawing.

## Course Structure

<p>Coursework (60%)</p>	<p><b>Unit 1 – Natural Forms</b>  <b>Unit 2 – Identity</b>  <b>Unit 3 – Mock Exam – Student Choice from five starting points</b></p> <p>During your coursework units you will:</p> <ul style="list-style-type: none"> <li>- Explore the visual qualities from a variety of starting points while developing your use of the formal elements in drawing.</li> <li>- Explore a variety of different media and techniques.</li> <li>- Develop an idea from starting point to completion.</li> <li>- Work towards a personal final piece which explores the potentials of your own ideas and enables you to develop an exciting and meaningful final piece.</li> <li>- Explore the work of a range of traditional and contemporary artists work.</li> <li>- Go on trips to galleries to support your developing project work.</li> <li>- <i>The mock exam is run in the same format as the final exam, detailed below.</i></li> </ul>
<p>Exam (40%)</p>	<p><b>Unit 4 – Externally Set Exam Project</b></p> <p>A shorter, more concise unit of work completed over a set preparation period.</p> <ul style="list-style-type: none"> <li>- Students select a starting point from those provided by the exam board.</li> <li>- Students explore a range of media and ideas linked to that of other artists and their own developing skills.</li> <li>- Students complete a project which showcases their strengths fully and design a final piece which will conclude their project.</li> <li>- Students produce their planned final piece in a 10 hour formal exam. The exam is practical and is planned in advance.</li> <li>- Students submit their preparation work at the start of the timed exam.</li> </ul>

Each of the Units are organised and managed in the same way so that once students have completed the two longer units of work (unit 1&2) at the start of the course, they then go on to produce the more independent projects in a swifter time scale (unit 3&4).

## Assessment

Student work is marked and standardised internally before being reviewed by a visiting AQA moderator.

# Business Studies

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The brand new AQA GCSE in Business Studies takes a critical approach to business and economics. The syllabus is engaging and inspiring and reflects the demands of a truly modern and evolving business environment.

This course has truly broad appeal as it combines well with any chosen career path or interests, as eventually, we all work within businesses. More specifically it will appeal to those interested in starting and running their own business or being part of a large business.

## Unit 1: Business in the Real World

Externally examined unit that is covered in both final papers

### Overview of Content

- The purpose of business activity
- The role of business enterprise & entrepreneurship
- The dynamic nature of the business environment
- How the real world of business impacts the four functional areas of businesses:  
Marketing, Finance, HR and Operations

## Unit 2: Influences on Business

Externally examined unit that is covered in both final papers

### Overview of Content

- The importance of external influences: technology, ethics, environment, economy, globalisation, law and competition
- How businesses change in response to these influences

## Unit 3: Business Operations

Externally examined unit that is covered in Paper 1

### Overview of Content

- The interdependent nature of all the business functional areas
- Production
- Procurement (Suppliers, Stock & Raw Materials)
- Quality
- Customer Service

## Unit 4: Human Resources

Externally examined unit that is covered in Paper 1

### Overview of Content

- The interdependent nature of all the business functional areas
- Organisation Structure
- Recruitment
- Motivation
- Training

## Unit 5: Marketing

Externally examined unit that is covered in Paper 2

**Overview of Content**

- The interdependent nature of all the business functional areas
- Understanding customers
- Market research
- The marketing mix

**Unit 6: Finance**

Externally examined unit that is covered in Paper 2

**Overview of Content**

- The interdependent nature of all the business functional areas
- Sources of finance
- Costs, Revenue & Profit
- Breakeven
- Investment Appraisal
- Cash flow
- Analysing financial performance

**Assessment**

The course is 100% exam. There are two papers, both of which will be sat at the end of Year 11, assessing the content as shown above, as well as the students' ability to apply their answers to the given business context, to analyse the situation and evaluate potential courses of action that the business could undertake.

# Computer Science

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Computer Science is all about problem solving, analysing and modelling problems, designing solutions and evaluating them. You will learn about:

- How and why computers work
- Data and how it is transferred
- Programming
- Designing and developing applications

Where you could go in the future:

All major businesses require people with high level technical skills and there are a wide range of new opportunities in the development of mobile phone and tablet applications, games consoles, social media and commercial applications of the internet. If you are a logically minded person this could be the subject for you.

## **Component 1: Principles of Computer Science**

**Written examination: 1 hour and 40 minutes (40% of qualification – 80 marks)**

### **Content Overview**

- Understanding of Algorithms
- Writing code
- Understanding Binary
- Computer systems and components
- Networks
- Awareness of wider trends and impacts of technology.

## **Component 2: Application of Computational Thinking**

**Written examination: 2 hours (40% of qualification – 80 marks)**

### **Content overview**

- Using Algorithms: how they work, how to interpret, amend and create them.
- Developing code and constructs, data types, operators and sub-programs
- Pseudo-code
- Encryption
- Data representation, databases, compression and storage
- Networks and the internet

### **Assessment**

- Based on a scenario with short and extended open response questions.

## **Component 3: Project**

**Non-examined assessment: 20 hours (20% of qualification – 60 marks)**

Students will develop a computer program and will draw on:

- Algorithms, decomposition and abstraction

- Design, write, test and refine programs
- Data

**Assessment overview**

The project will be set by the board and will be released in the September. It will be internally assessed and externally moderated. Students will produce a report on the development of a computer program they have written.

# Dance

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This course seeks to promote knowledge, skill and understanding of dance through performance, composition and appreciation of each candidate's own work and those of others, including peers and professionals.

The syllabus aims to develop the technical skills of the performer so that they communicate effectively dance concepts, ideas and feelings.

Students will be encouraged to develop their own individual interests and research in dance.

## **Assessments**

Students must complete both assessment components.

### **Component 1: Performance and choreography**

#### **What is assessed:**

##### **Performance**

- Set phrases through a solo performance (approximately one minute in duration).
- Duet/trio performance (3 minutes in a dance which is a maximum of five minutes in duration).

##### **Choreography**

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes).

#### **How it is assessed:**

Internally marked and externally moderated

##### **Performance**

- 30 % of GCSE
- 40 marks

##### **Choreography**

- 30% of GCSE
- 40 marks

Total component 60 %

Non-exam assessment marked by the centre and moderated by AQA.

### **Component 2: Dance appreciation**

#### **What is assessed:**

- Knowledge and understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

### Professional Set Works:

The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The Anthology contains the following professional set works;

Dance Work	Dance Company	Choreographer
Artificial Things	Stopgap Dance Company	Lucy Bennett
A Linha Curva	Rambert Dance Company	Iztik Galili
Infra	The Royal Ballet	Wayne MacGregor
Shadows	Phoenix Dance Theatre	Christopher Bruce
Within Her Eyes	James Cousins Company	James Cousins
Emancipation of Expressionism	Boy Blue Entertainment	Kendrick H2O Sandy

### How it is assessed:

- 40% of GCSE
- Written exam: 1 hour 30 minutes
- 80 marks

### Questions

Based on students' own practice in performance and choreography and the GCSE Dance Anthology.

# Food Preparation and Nutrition

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In GCSE Food Preparation and Nutrition, students will develop understanding of Nutrition, Food Provenance, Science, Safety and Food choices. There is a strong focus on developing practical cookery skills and understanding of nutrition. Students will be able to make clear connections between the developments of theory to practical preparation skills. They will discover how dishes can be created using appropriate tools and equipment, with a keen focus on skills and presentation development. Students will enjoy this option if they are interested in developing their practical cookery skills and their understanding of food science and nutrition.

## Course Content

The first module is split into two controlled assessment tasks which are worth 50% of the marks in total. In the first task students will complete a Food Investigation which is worth 15% of the total mark, they will choose an investigation theme from a choice of three which is set by the examination board. Students will be assessed on their understanding of the working characteristics and functional and chemical properties of ingredients through a report on their investigation.

In the second Controlled Assessment task, students will complete a Food Preparation task which is worth 35% of the total mark. They will choose a theme from a choice of three which is set by the examination board. Students will develop their knowledge, skills and understanding of food products in relation to the planning, preparation, cooking and presentation of food. Students will plan in advance three dishes that will be prepared, cooked and presented within a set period of time.

Practical investigations and tasks are a compulsory element of these controlled assessment tasks.

The second module is a written examination which is worth 50% of the marks. The exam assesses the students' knowledge of food preparation, nutrition, science, safety, choice and provenance. Students will sit this exam in the summer of Year 11.

## Skills developed and Career opportunities

Students will develop the skills and knowledge required to create unique and innovative dishes using a variety of ingredients and processes. This will provide them with an excellent foundation from which to prepare for their written exam.

Studying Food Technology can lead to further degree studies and careers in food science, nutrition, food marketing and design. In addition, it is an excellent life skill to possess.

**Whilst you may choose more than one D & T subject on the Course Selection Sheet, no student will be allowed to take more than one D&T subject.**

# Design and Technology

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There is one level of entry and students may gain grades 9-1.

GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. They will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will opt to study specialist area in greater depth.

The specialist areas include:

- Graphics
- Product Design
- Textiles

Pupils will develop an understanding of the following core principles regardless of their chosen specialist area:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties.

Pupils will also develop an in-depth knowledge of the following specialist technical principles:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- scales of production
- sources and origins
- using and working with materials
- stock forms, types and sizes
- specialist techniques
- surface treatments and finishes.

Designing and making principles:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- tools and equipment
- techniques and processes.

All of the above topics will be assessed in the final examination taken at the end of year 11 and contributes 50% to the final grade.

### **Non-exam assessment (NEA)**

Pupils will undertake a single 'design & make activity, which will arise from investigating one of the five challenges set by the exam board.

This component will account for 50% of the students overall mark. Students should submit a prototype and a concise portfolio. The NEA project in its entirety should take 40 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.

The portfolio will consist of an investigation into a contextual challenge; defining the needs and wants of the user; relevant research to formulate a design specification; design ideas with flair and creativity developed to formulate a final design solution (including modelling); manufacturing specification; final prototype that is fit for purpose and a final evaluation.

### **Assessment and Marking Procedure**

The school marking and assessment policy is followed. The GCSE is awarded on the basis of marks gained in a non-exam assessment (coursework) (50%) and the final examination (50%).

### **Skills developed and Career opportunities**

- Creative thinking
- Attention to detail
- Innovative design
- Visual and spatial awareness
- Aesthetic awareness
- Time management
- Practical skills in a range of materials
- Problem solving abilities

Students can continue with their studies at A Level and at Higher Education the following subjects are options:

- Architecture, automotive design, computing, industrial design, product design, engineering, furniture design & manufacturing design, interior design, jewellery design, ergonomics, model making, graphic design, fashion, textiles technology, surfaced print, knitwear, marketing, fashion buying.

# Drama

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## Programme of Study

In GCSE Drama students follow a programme of study (PoS) that is designed to allow students to explore the subject by acquiring the skills and techniques needed to appreciate Drama. The content of the PoS also gives students the vocabulary they will need to approach all aspects of Drama covered in the two units. Students are expected to be able to understand and use this specialist vocabulary appropriately. The PoS consists of five blocks of study.

- Characteristics of performance text(s) and dramatic work(s)
- Social, cultural and historical contexts
- How meaning is interpreted and communicated
- Drama and theatre terminology and how to use it appropriately
- The roles and responsibilities of theatre makers in contemporary professional practice

## Component One – Understanding Drama (40%)

Students will apply their practical knowledge, understanding and skills in the exploration of one set play text, and analyse and evaluate a live theatre performance.

### Assessment

- Written exam: 1 hour and 45 minutes
- Closed

## Component Two – Devising Drama (40%)

Students will apply their practical knowledge, understanding and skills in the process of creating devised drama, performing it, and analysing and evaluating their own work.

### Assessment

- Devising log (30%)
- Devised performance (10%)

## Unit 3 Texts in Practice (20%)

Performance of two extracts from one play

### Assessment

- Performance of Extract 1 (10%) **and** Extract 2 (10%)
- Marked by a visiting examiner

## Homework

- Students will complete portfolio responses to PoS when exploring all components
- Students will carry out regular vocabulary revisions (vocabulary booklets available on the shared student drive)
- Students will be required to complete their own independent research into practitioners, styles, forms of theatre and set text.
- In preparation for performances students will attend regular weekly rehearsals and attend weekend rehearsals when applicable.

# Geography

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What is Geography?

*'Geography is one of those richly comprehensive subjects, whose relevance is all around us....More than ever we need the geographer's skills and foresight to help us learn about our planet – how we use it and how we abuse it'.*

**Michael Palin.**

GCSE Geography Edexcel Specification A.

Component 1: The Physical Environment

- **Topic 1:** The changing landscapes of the UK – including sub-topics, 1A: Coastal landscapes and processes, 1B: River landscapes and processes.
- **Topic 2:** Weather hazards and climate change
- **Topic 3:** Ecosystems, biodiversity and management

Component 2: The Human Environment

- **Topic 4:** Changing cities
- **Topic 5:** Global development
- **Topic 6:** Resource management – including sub-topic 6A: Energy resource management.

Assessment overview:

An externally-assessed written exam with three 30-mark sections. Of the 94 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Component 1 and 2 are a written examination: 1 hour and 30 minutes, 37.5% of the qualification and totalling 94 marks.

Component 3: Geographical Investigations: Fieldwork and UK Challenges

Content overview

- **Topic 7:** Geographical investigations – fieldwork
- **Topic 8:** Geographical investigations – UK challenges

Assessment overview:

An externally-assessed written exam with three sections. Of the 64 raw marks available, up to 4 marks are awarded for spelling, punctuation, grammar and use of specialist terminology.

Section A: Geographical investigations – physical environments. Students choose one from two optional questions (Rivers or Coasts).

Section B: Geographical investigations – human environments. Students choose one from two optional questions (Central/Inner Urban Area or Rural Settlements).

Section C: UK challenges

- The exam includes multiple-choice questions, short open, open response, calculations, 8-mark and 12-mark extended writing questions.

# History

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**Examining Board: EdExcel**

**What will we study?**

**PAPER 1: THEMATIC STUDY CRIME AND PUNISHMENT IN BRITAIN, c1000–PRESENT AND WHITECHAPEL, c1870–c1900: CRIME, POLICING AND THE INNER CITY.**

Written examination: 1 hour and 15 minutes - 30% of the qualification 52 marks

**1500–1700: Crime and punishment in early modern England**

- The Gunpowder Plotters, 1605: their crimes and punishment
- Key individual: Matthew Hopkins and the witch-hunts of 1645–47.

**1700–1900: Crime and punishment in eighteenth- and nineteenth century Britain**

- Highway robbery, poaching and smuggling.
- The Tolpuddle Martyrs.
- Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.

**1900–present: Crime and punishment in modern Britain**

- Changing definitions of crime, including driving offences, race crimes and drug crimes.
- The abolition of the death penalty;
- Specialised treatment of young offenders;
- The treatment of conscientious objectors in the First and Second World Wars.

**PAPER 2: PERIOD STUDY: SUPERPOWER RELATIONS AND THE COLD WAR, 1941–91**

Written examination: 1 hour and 45 minutes - 40% of the qualification  
64 marks (32 for the period study and 32 for the British depth study)

**The origins of the Cold War, 1941–58**

- Early tension between East and West – Yalta and Potsdam, Soviet Expansionism
- The development of the Cold War – Berlin Blockade and Airlift
- The Cold War intensifies – Arms race, Hungarian uprising

**Cold War crises, 1958–70**

- Berlin Wall
- Cuban Missile Crisis
- Czechoslovakia

**The end of the Cold War, 1970–91**

- Détente
- Afghanistan and Carter Doctrine
- Star Wars and Regan
- Fall of Communism and Gorbachev

## **British depth study Early Elizabethan England, 1558–88**

### **Queen, government and religion, 1558–69**

- The situation on Elizabeth's accession
- The 'settlement' of religion
- Challenge to the religious settlement
- The problem of Mary, Queen of Scots

### **Challenges to Elizabeth at home and abroad, 1569–88**

- Plots and revolts at home
- Outbreak of war with Spain, 1585–88 including the Armada

### **Elizabethan society in the Age of Exploration, 1558–88**

- Education and leisure, theatres and sport
- The problem of the poor
- Exploration and voyages of discovery
- Raleigh and Virginia

## **PAPER 3: MODERN DEPTH STUDY THE USA, 1954–75: CONFLICT AT HOME AND ABROAD**

Written examination: 1 hour and 20 minutes - 30% of the qualification 52 marks

### **The development of the civil rights movement, 1954–60**

- The position of black Americans in the early 1950s
- Progress in education
- The Montgomery Bus Boycott and its impact, 1955–60
- Opposition to the civil rights movement

### **Protest, progress and radicalism, 1960–75**

- Progress, 1960–62
- Peaceful protests and their impact, 1963–65
- Malcolm X and Black Power, 1963–70
- The civil rights movement, 1965–75

### **US involvement in the Vietnam War, 1954–75**

- Reasons for US involvement in the conflict in Vietnam, 1954–63
- Escalation of the conflict under Johnson
- The nature of the conflict in Vietnam, 1964–68
- Changes under Nixon, 1969–73

### **Are there any necessary skills required?**

Being enthusiastic about History, an interest in the past and enjoying the subject in Year 9 are all important. There will be a degree of written work and you will need to be able to read and comment on sources of information, therefore it is helpful to have high literacy levels and enjoy English.

## **Is it useful to study History GCSE?**

In many European countries History is **compulsory** up to the age of sixteen. History is valued as you can only make sense of the present with a good understanding of the past. The information on the Twentieth Century will be useful not just for the examination but for you as a young adult and beyond. (On a lighter note, consider how many games and quiz shows draw on historical events as a basis for entertainment!)

# Media Studies

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Learners will explore how media products follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context.

Learners will explore the range of media forms to exemplify media industry issues demonstrating their knowledge and understanding of the theoretical framework (media language, representation, audiences and media industries) as it applies to each form.



## Module One: 40% Exam Assessment

This module encompasses print advertising, film marketing, magazines, newspapers, radio and video games to allow students to gain an understanding of the wide scope of the media industry.

## Module Two: 30% Exam Assessment

This component consists of an indepth study of television and music in relation to the theoretical framework.

## Module Three: 30% Coursework

Learners will create a media product through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

Not only is Media Studies interesting and relevant, it gives you valuable skills to help understand the world around you. You can apply many of these skills to GCSE English too – students often do better in English when they take Media Studies as well.



Hoping for a career in the exciting, innovative and competitive entertainment and media industries? GCSE Media Studies will give you a great head start.

# Modern Foreign Languages

## French, German & Spanish

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In language learning it is essential to use the target language as often as possible. Students are required to understand instructions and to give responses in the target language in the GCSE examination. Students will need to develop dictionary skills and should provide a bilingual dictionary for the language that they are studying.

Final examinations are taken in four language skill areas which assess the student's ability in:

- 1 Listening (25%): In this section students hear a variety of recorded material and respond, usually in a multiple choice exercise or in short replies.
- 2 Speaking (25%): The students take part in a role-play, then describe a picture and engage in a conversation where they may, for example, talk about themselves, holidays, school, leisure activities.
- 3 Reading (25%): Students read and respond to a selection of printed brochures, menus and advertisements, as well as to articles from magazines or newspapers and handwritten letters.
- 4 Writing (25%): Students write a variety of passages in the target language, which range from short emails to longer passages, where they may, for example, write about themselves and their family, their hobbies, their school, or their holidays.

### Examination Format

Candidates are entered for either Foundation Level or Higher Level for all papers. Candidates **cannot** do a combination of Foundation and Higher papers. The marks allocated to the students for each paper are added together to give a final total, and grades are allocated according to the total number of points.

### Textbooks

Students use the AQA French, German and Spanish GCSE textbooks which are designed to support their progress.

### Employment prospects

Languages are useful in many professions and highly regarded by employers as we live in a global economy. Here are a few examples of professions entered by language graduates - journalism, diplomatic services, international aid, marketing, logistics and distribution, banking, sales, business, engineering, media, tourism, teaching.

# Music

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*“Without music, life would be a mistake.” — Friedrich Nietzsche*

GCSE Music includes ‘Performing’, ‘Composing’ and ‘Listening’ in a wide variety of musical styles – Instrumental Music, Vocal Music, Music for Stage and Screen and Fusion.

You will enjoy this course if you want to study a subject that:

- involves performing as a soloist and in an ensemble
- involves listening to all kinds of music
- involves analysing music
- involves composing or arranging music
- give you the opportunity to learn more about and use music technology.

## Performing (30% of total marks)

- Solo - For solo voice or instrument at around Grade 3 standard.
- Ensemble - to be performed with other musicians, e.g. duet, trio, rock band. Grade 3 standard.

## Composing (30% of total marks)

- Two compositions written in two different styles. One to a brief set by the exam board and one free composition

## Listening and Appraising (40% of total marks)

- Candidates develop their listening skills through the study of music and access a variety of styles and genres.

GCSE Music is a good preparation for further musical study and a solid foundation for AS/A levels in Music and Music Technology as well as BTEC National Diplomas in Music (Popular Music and Music Technology).

You may wish to go into a career where it is useful to have had experience of music and where you will need to use some of the skills developed during the course. These might include careers in the music industry, publishing, entertainment, teaching or any job involving communication and expressive skills.

**Transferable Skills** -Through your musical learning you will also:

- Improve your discipline and independent learning skills
- Develop your ability to think critically and write persuasively
- Develop your ability to lead and work as part of a team



Use this QR code to find more information about how learning a musical instruments is a work out for your brain!

# Physical Education GCSE

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Typically students will have 4 theory and 2 practical lessons per fortnight, in addition to their core Physical Education lessons.

## Exam Board OCR

### Course

#### Theory aspects covered include:

- Physical factors affecting performance
- Cardio Vascular and respiratory systems
- Diet and Nutrition
- Fitness training
- Participation opportunities in sport
- Ethics in sport
- Sports psychology
- Lifestyle and disease

### Full Course

This course leads to **1 GCSE grade**. It involves pupils sitting **2 written exam paper** (1hr) in the Summer of Year 11. In addition to this a pupil's **3 strongest practical assessment** marks are also submitted and their strongest sport is analysed.

### Required PE Kit

As for Core PE, also a SPH embroidered thermal top available from PE Department.

# Physical Education: Level 2 BTEC First Award in Sport

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**Exam**      **Board Edexcel**

## **Why should you choose this course?**

The BTEC First in Sport is a vocational course designed for students to develop areas of essential sport knowledge, understanding and applied skills. Students will complete eight units in total in order to qualify for the Extended Certificate. Seven out of the eight units studied are coursework based and one unit is externally assessed through an on screen multiple choice test.

The assessment criteria address theory with practical exercises. The assessment process is on-going, throughout the two-year course, so it allows the student to analyse and improve their own performance continuously. Assessment of the students will take a variety of formats including portfolios, oral presentations, video and written documents.

It provides opportunities to gain a nationally recognised, vocationally specified qualification to enter employment or progress to sports qualifications such as BTEC Nationals in Sport (Level 3).

## **What will I study?**

The Edexcel Level 2 BTEC Certificate in Sport consists of units from the following:

- Fitness for Sport and Exercise (externally examined) on computer
- Practical Sport Performance
- Anatomy and Physiology for Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities
- Lifestyle and Wellbeing
- Running a Sports Event

This course requires pupils to meet regular deadlines for homework and coursework. Assessment is in the form of ongoing assignments as opposed to a final examination.

## **Required PE Kit**

As for Core PE but with an embroidered white polo shirt that can be purchased from the PE department and also a SPH embroidered thermal top.

# Study Skills

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Where it is felt that a student may benefit from a reduced curriculum in order to consolidate their learning across other curriculum subjects, the school will consider a student taking a course based on the development of study skills.

Study Skills is designed specifically to meet the needs of students with Special Educational Needs. It is part of their planned provision. It enables staff and students to focus on individual needs with particular emphasis on skills needed to access GCSE subjects and achieve an improved level of success. There are no exams in this subject so students have more time to cope with demands of other subject areas and can be supported with homework.

Tuition aims to be in small groups to ensure that each student achieves progress in their specific area of difficulty. In Years 10 and 11 the focus is on improving the ability of students to access and use verbal and non-verbal information in a variety of contexts. In addition, literacy, language and social skills are developed.

# Triple Science

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All students will study Combined (Double) Science. This means that if successful, students will obtain two GCSE passes in Science. Combined Science consists of units of work from each of the three sciences; Biology, Chemistry and Physics.

DofE recommendations are that the Triple Science course is *only* suitable for students who gain the equivalent to an old Level 6 or higher at the end of KS3 (Year 9). Therefore, Students at SPH *must* gain a **Threshold 5b or above** to be considered for the Triple Science option - students not attaining a minimum of a Threshold 5b *may* still be considered for the course if places are available. Students following the Triple Science route would enter for three separate GCSEs in Biology, Chemistry and Physics instead of the Combined Science mentioned above. All three subjects must be taken.

Students who wish to be considered for a triple Science course must choose this on the Course Selection Sheet.

Students following the Combined Science route will not be disadvantaged should they wish to choose Biology, Chemistry or Physics for study at GCE AS and A level in the Sixth Form.

## Course Content

- The KS4 GCSE Triple Science curriculum recognises two different aspects of science: importance is attached to the application of knowledge and understanding, as well as practical and mathematical skills in both the world at large and in the laboratory.
- Practical work is at the heart of science. There are eight required practicals set by the exam board, in *each* of the three sciences. Knowledge, understanding and skills obtained carrying out these experiments will be tested in the final examinations.

## Assessment Procedures

The scheme of assessment for Biology, Chemistry and Physics is the same:

- Paper 1 - a 1 hour 45-minute examination based on the first half of the course content. There are 100 marks available and it is worth 50% of the overall GCSE.
- Paper 2 - a 1 hour 45-minute examination based on the second half of the course content. There are 100 marks available and it is worth 50% of the overall GCSE.

Each of these two examinations is a written paper with multiple-choice, structured, closed short answer and open response questions.



# Option Selection Sheet

Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

## **COMPULSORY GROUP - ONE SUBJECT**

Tick **ONE** subject from this group

Triple Science	
History	
Geography	
MFL French	
MFL Spanish	
MFL German	
Study Skills	

## **OPTIONAL GROUP - THREE SUBJECTS**

Tick **FIVE** subjects in order of preference 1-5.

Your option choices 4 and 5 will be your reserve subjects.

Art and Design		Geography	
Business Studies		History	
Computer Science		Media Studies	
Dance		MFL French	
Design & Technology – Food Preparation & Nutrition		MFL German	
Design & Technology – Product Design		MFL Spanish	
Design & Technology – Graphics		Music	
Design & Technology – Textiles		Physical Education (GCSE)	
Drama		Physical Education (BTEC)	
		Triple Science	
<b>Signature of Pupil:</b>		<b>Signature of Parent/Carer:</b>	

**To be returned by Monday, 5<sup>th</sup> March 2018**

**PLEASE NOTE:**

**Year 9 Parents Evening  
Thursday, 1<sup>st</sup> March 2018**

**Option Selection Form and Course Selection Form  
to be returned by:  
Monday, 5<sup>th</sup> March 2018**