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This booklet is accurate at the time of printing - we reserve the right to change or amend courses.

## **Dear Student and Parent/Carer**

Welcome to our **Prudhoe Community High School Year 9 Options Booklet**.

Now that you have settled into Prudhoe Community High School the time has come for you to think about your future. This booklet is designed to help you choose the courses you will follow in Years 10 and 11. Your choices are very important since they will determine what you will study for the next two years and the qualifications you will take in 2020, as well as influencing further study and career choices in the future.

In the following pages you will find information about the choice of courses open to you and the help you can expect from the school in choosing. There is a reminder of the main events and Parents' Evenings that will help you decide.

You may have questions you wish to ask over the next few weeks. A teacher contact is named with each option choice so that you can find out more about a particular course. Your tutor and I are also available to help you in your decision-making and Mr M Smith, Deputy Headteacher has overall responsibility for Curriculum and Options.

Please read through the booklet with together, using your parent/ carer's experience and your own ambitions to help you choose.

Good luck with your quest!

**Mr A Gray**  
**Head of Achievement & Learning, Year 9 (2017-18)**

## Options Timeline

1. Issue of Options Booklets  
**Monday 29 January 2018**
2. Year 9 into 10 Options Information Evening  
**Monday 29 January 2018      6pm - 7pm**
3. Year 9 Subject Parents' Evening – P Band  
**Thursday 1 February 2018      4pm – 7pm**
4. Year 9 Subject Parents' Evening – Q Band  
**Thursday 8 February 2018      4pm – 7pm**

We ask all parents/ carers to take the opportunity to attend. Students are briefed over the January period regarding options through our tutorial, assembly and CIEAG work.

Each student will have a 1:1 interview with a member of the leadership team or Mr Gray (Year 9 HAL) to discuss his or her options.

**1:1 Interviews will be held between the 1 February and 8 February 2018**

**Options forms to be returned to Form Tutor by Friday 9 February 2018**

### Core Subjects

All students follow the same core curriculum in Years 10 and 11. This means that students will have lessons in:

- English: Leading to two GCSEs (English Language and English Literature)
- Mathematics: Leading to a GCSE
- In Science, some sets in each band will be entered for Separate Sciences and some for Trilogy Science and an ICT qualification. This decision forms no part of this options process and we will be contacting you separately in June 2018.
- Core PE: Some students may choose to follow optional PE GCSE as well as Core.
- PSHE and other useful areas including moral and ethical issues will be delivered in our Ethical Studies lessons.

## Completing the process - what happens next

Occasionally, because of the large variety of possible combinations, we may not be able to fit all your choices. Sometimes there is insufficient uptake to run a subject.

Letters will be issued in the summer term to confirm your option allocations.

## The Curriculum Years 10 and 11

### Core Subjects

By law all students **must follow** courses in the following subjects:

English, Mathematics, Core Physical Education and a Science Pathway (Trilogy Science with ICT or Separate Sciences)

Other statutory subjects including PSHE, Religious Studies etc. will be included within our Ethical Studies Programme.

Students then select **four** options that individualise their timetable and make it broad and balanced. There is a significant degree of choice and students are encouraged to use their Form Tutors to help with the decision.

We ask you to consider certain option combinations as part of the *English Baccalaureate suite of subjects*. They are: **either** History or Geography, **and either** French or Spanish. It is possible that some universities may give advantage in their selection systems to students who have studied these subjects.

We ask students to reflect on the type of learning they feel they will be suited to. Some students enjoy creative subjects and being active, others enjoy developing knowledge and understanding. It is important that you choose subjects that play to your strengths and what you enjoy.

All options lead to a GCSE, Cambridge National or BTEC qualification.

**We advise students to take the full option period, up to 9 February, to think choices through and seek advice.**

*If you wish to know more about the "English Baccalaureate" and post-16 "Facilitating subjects" there is some guidance available at: <http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>*

*The school's current position is that it will leave it to parents/carers and students to make the judgement to choose those subjects. Our options selection procedures make a very wide variety of pathways possible but we strongly recommend that students with high university aspirations consider the English Baccalaureate subjects seriously.*

## **Ethical Studies**

Personal and Social Education forms part of the balanced curriculum we offer to our students. We address such aspects of the curriculum in a number of ways in Years 10 and 11. Individual subjects make a contribution and there are also relevant topics built into the tutorial programme which is overseen by the Head of Achievement and Learning.

At Prudhoe Community High School we also have a structured programme of Careers Education, supported by work in tutorials and individual interviews during Year 9 and Year 11.

If you wish to make use of this facility now then please contact Mrs K Williams, Assistant Headteacher or Mr A Gray, Head of Achievement and Learning for Year 9.

## **Core Physical Education**

At Key Stage 4 students receive 3 lessons a fortnight of Core P.E. During these lessons students will build on skills learnt in Year 9. Students are encouraged to take on new roles in a curriculum that is broad and balanced. The activities taught will encourage students to participate in an active and healthy lifestyle both during their time in school and beyond compulsory education.

## English Language

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Course Specification:</b>	<b>1EN0</b>
<b>QAN:</b>	<b>601/4836/6</b>

### **COURSE CONTENT:**

The English Language course gives students the opportunity to study and respond to a range of both fiction, literary non-fiction and non-fiction and media texts – some from the 19th Century. Students will learn to study and produce imaginative and transactional writing too. Students are also required to carry out a spoken language assessment which will appear on all students' certificates as a separately reported grade, alongside the overall grade issued (an endorsement). The course complements the EDEXCEL English Literature course.

### **ASSESSMENT:**

Assessed entirely by terminal exams

No coursework. No tier of entry so every student sits the same exams. Graded 9-1.

#### **Paper 1: Fiction and Imaginative Writing**

Section A: Reading

Short / long questions on unseen 19th Century fiction. (1 hour) (worth 15%)

Study and analyse selections from a range of prose fiction.

Section B: Imaginative Writing

Two images provided as stimulus for Imaginative Writing. (45 minutes) (worth 25%)

Explore and develop imaginative writing skills.

Exam – 1 hour 45 minutes (worth 40%)

#### **Paper 2: Non-fiction, Literary Non-fiction and Transactional Writing**

Section A: Reading

Short answers on two non-fiction texts, followed by longer response question which is a comparison of writers' use of language. (1 hour 15 minutes) (worth 35%)

Study and analyse selections from a range of non-fiction texts (including literary non-fiction).

Section B: Transactional writing

Transactional writing two options of writing tasks linked to themes of reading materials – letters, job applications, articles etc. (45 minutes) (worth 25%)

Explore and develop transactional writing skills, for example letters, articles, reports.

Exam - 2 hours (worth 60%)

Spoken Language Endorsement: A presentation task set and assessed by teacher.

Students need to demonstrate presentation skills in a formal setting; listen and respond appropriately to spoken language, including to questions and feedback to presentations; use spoken Standard English effectively in speeches and presentations. A grade will be recorded separately on certificates, alongside the overall grade issued, as an endorsement to the qualification.

### **FUTURE PROGRESSION:**

Success in English Language provides a vital building block for all further study including A Level English Language.

### **FOR FURTHER INFORMATION CONTACT:**

Mr N Hamilton, Subject Leader for English

## English Literature

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Course Specification:</b>	<b>1ETO</b>
<b>QAN:</b>	<b>601/4789/1</b>

### **COURSE CONTENT:**

The course allows students to experience a range of Literature with a wide appeal drawn from contemporary and modern texts, and texts which have had a significant influence on our English Literary and cultural heritage.

### **ASSESSMENT:**

Assessed entirely by terminal exams.

No coursework. No tier of entry so every student sits the same exams.

Graded 9-1.

#### **Paper 1: Shakespeare and Post-1914 Literature**

Section A: A Shakespeare play

Shakespeare: Part A on extract, Part B linking to the whole text. (Macbeth - worth 25%)

Section B: A post-1914 British play or novel

Post-1914 Literature: choose one question out of two; on setting, character or theme. (An Inspector Calls - worth 25%)

Exam – 1 hour 45 minutes, closed text (worth 50%)

#### **Paper 2: 19th Century Novel and Poetry since 1789**

Section A: A 19th Century novel

19 Century novel, Part A on extract, Part B on full text. (A Christmas Carol - worth 25%)

Section B: one collection of 15 poems from the Pearson Poetry Anthology.

Poetry since 1789: one named poem from a cluster (Conflict) that will be printed – students compare it to another (unprinted) of their choice.

Students also compare two thematically linked unseen contemporary poems. (worth 25%)

Exam – 2 hours 15 minutes, closed text (worth 50%)

### **FUTURE PROGRESSION:**

Success in English Literature provides students with analytical and writing skills which will support students with a wide range of future qualifications including A Level English Literature.

### **FOR FURTHER INFORMATION CONTACT:**

Mr N Hamilton, Subject Leader for English

## Mathematics

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8300</b>
<b>QAN:</b>	<b>601/4608/4</b>

### **COURSE CONTENT:**

Mathematics is a core subject that is studied by all students. During the course the maths department will work with all students to challenge them to achieve the best possible result. We will work to ensure that students:

- Develop a positive attitude to mathematics
- Consolidate basic skills and apply them to new areas of study
- Apply mathematical knowledge and understanding to solve problems
- Think and communicate mathematically – precisely, logically and creatively
- Appreciate the place and use of mathematics in society
- Apply mathematical concepts to situations arising in their own lives
- Interpret and organise information
- Understand the interdependence of different branches of mathematics
- Work co-operatively, independently and practically
- Acquire a firm foundation for further study

Problem solving is something that we actively promote throughout the mathematics curriculum to ensure that students are constantly improving this vital skill set. In addition we always ensure that students are aware of the way in which the curriculum relates to real life and contextualise learning whenever possible.

The current syllabus has an emphasis on problem solving and developing processing skills such as organising information and communicating an argument. The course covers five topic areas. The weighting of the topic areas has been prescribed by Ofqual and is common to all exam boards. The table below shows the approximate weightings of the topic areas for the overall tier of assessment, not for each individual question paper.

Topic Area	Foundation tier (%)	Higher tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics	15	15

### **ASSESSMENT:**

Mathematics exams are taken at either Higher Tier or Foundation Tier. Students will be able to achieve a Grade 4 or 5 regardless of their tier of entry.

Each tier is assessed by three written examination papers. Two papers are with the use of a calculator whilst the other without. Each examination will last 1 hr 30 minutes.

There is no coursework or controlled assessment element to GCSE mathematics.

### **FUTURE PROGRESSION:**

Success in Mathematics provides a vital building block for many areas of further study including A Level Mathematics and science pathways.

### **FOR FURTHER INFORMATION CONTACT:**

Mrs K A Dillerstone, Subject Leader for Maths or any Maths Teacher



## Science

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8461/8462/8463/8464</b>
<b>QAN:</b>	<b>(B)601/8752/9 (C)601/8757/8 (P)601/8751/7 (T)601/8758/X</b>

### **COURSE CONTENT:**

Science is a core curriculum subject that has become more and more important in the modern world. The GCSE course includes opportunities for students to investigate, observe, experiment and test out ideas to help to build a deep understanding of science. This involves talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models. The GCSE course also encourages the development of knowledge and understanding in science through opportunities for working scientifically. The skills and understanding of science, as well as an appreciation of its contribution to the way in which we live, forms a major part of the curriculum taught in schools.

### **ASSESSMENT:**

**Biology, Chemistry and Physics - 2 Year Courses: 12 periods per 2 week cycle – 4 in each subject – Taught to 3 sets in Year 10**

#### **Assessment:**

Two written exams per subject: 1 hour 45 minutes each worth 100 marks  
Foundation and Higher Tiers

#### **Questions:**

A combination of multiple choice, structured, closed short answer and open response.  
There is no coursework or controlled assessment in the science GCSE course. Practical work will be undertaken to help students make sense of the theory. Students are required to complete between eight and ten AQA set practicals for each subject on which questions can be asked in the examinations.

**Combined Science: Trilogy - 2 year course: 9 periods per 2 week cycle - 3 in each subject – Taught to 4 sets in Year 10**

#### **Assessment:**

Two written exams per subject: 1 hour 15 minutes each worth 70 marks each  
Foundation and Higher Tiers

#### **Questions:**

A combination of multiple choice, structured, closed short answer and open response.  
There is no coursework or controlled assessment in the science GCSE course. Practical work will be undertaken to help students make sense of the theory. Students are required to complete twenty one AQA set practicals on which questions can be asked in the examinations.

### **FUTURE PROGRESSION:**

Success in Science would support students to study Level 3 qualifications including A Levels in either discrete or Applied Science.

### **FOR FURTHER INFORMATION CONTACT:**

Miss S Neale, Subject Leader for Science, Miss D Pentland, Subject Leader for Biology or  
Dr A McNally, Subject Leader for Physics

## ICT

In combination with Combined Science - Trilogy

**Examination Board:**

**Course Specification:**

**QAN:**

**OCR**

**Cambridge National Creative i-Media**

**600/7043/2**

**COURSE CONTENT:**

In this course there are two mandatory units

R081: Pre production skills

Written Paper 1hr 15mins – 60 marks

R082: Creating digital graphics

OCR moderated assignment Approx 10hours – 60 marks

Students will also study two further optional assignments

Optional units will be chosen by the school and will be confirmed later, but could include:

- Creating a multipage website
- Creating a digital animation
- Storytelling with a comic strip

**ASSESSMENT:**

Students must complete all four units. This includes one examination and three assignments.

**FUTURE PROGRESSION:**

Success in ICT will give students skills that are vital in ensuring proficiency that will support them in their future study and would also support students to study Level 3 qualifications such as BTEC ICT.

**FOR FURTHER INFORMATION CONTACT:**

Mr J P Nesbitt, Subject Leader for Business & ICT, Mrs Underwood or Mr Teasdale

**Art and Design\* (cannot be taken with Art Textiles)**

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8201</b>
<b>QAN:</b>	<b>601/8088/2</b>

**COURSE CONTENT:**

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

The following definitions of art, craft and design highlight the distinguishing characteristics of each domain. These domains can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

Art based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.

Craft based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills.

Design based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

**Knowledge and understanding**

Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.

Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.

Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.

Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.

Students must learn how sources inspire the development of ideas. For example, drawing on:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- other relevant sources researched by the student in the chosen qualification title and area(s) of study

- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
  - colour
  - line
  - form
  - shape
  - tone
  - texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

### **Skills**

Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study.

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
  - media
  - materials
  - techniques
  - processes
  - technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

### **ASSESSMENT:**

#### **Component 1 - Portfolio**

No time limit

96 marks

60% of the final grade is from portfolio work put together during Years 10 and 11.

This must include more than one project. Unit 1 Natural Forms, Unit 2 Architecture and Mock Exam Question.

#### **Component 2 – Externally set assignment**

Preparatory period followed by 10 hours of supervised time

96 marks

40% for the final grade is from the externally set task piece(s). One project is developed over a period of time with the final piece(s) completed in 10 hours of supervised time.

#### **Key Events:**

Year 11 GCSE Final Assessment Exhibition – May. To be displayed at PCHS.

#### **FUTURE PROGRESSION:**

Success in Art and Design would support students to study Level 3 qualifications including A Level Art and Design.

### **FOR FURTHER INFORMATION CONTACT:**

Mrs D Wallace, Subject Leader for Art

**Art Textiles\* (cannot be taken with Art and Design)**

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8204</b>
<b>QAN:</b>	<b>601/8088/2</b>

**COURSE CONTENT:**

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

**Areas of study**

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

They may explore overlapping areas and combinations of areas.

**Knowledge, understanding and skills**

Students must develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to textile design and their selected area(s) of study. The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to textile design.

**Knowledge and understanding**

The way sources inspire the development of ideas, relevant to textile design including:

- how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of: figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation  
visual and tactile elements, such as:

- colour
- line
- form
- tone
- texture
- shape
- pattern
- composition
- decoration
- repetition

- scale
- structure
- surface

### **Skills**

Within the context of textile design, students must demonstrate the ability to use textile design techniques and processes, appropriate to students' personal intentions, for example:

- weaving
- felting
- stitching
- appliqué
- construction methods
- printing
- use media and materials, as appropriate to students' personal intentions, for example:
  - inks
  - yarns
  - threads
  - fibres
  - fabrics
  - textile materials
  - digital imagery

### **ASSESSMENT:**

#### **Component 1 - Portfolio**

No time limit

96 marks

60% of the final grade is from portfolio work put together during Years 10 and 11.

This must include more than one project. U

#### **Component 2 – Externally set assignment**

Preparatory period followed by 10 hours of supervised time

96 marks

40% for the final grade is from the externally set task piece(s). One project is developed over a period of time with the final piece(s) completed in 10 hours of supervised time.

Exhibition including both coursework and examination work.

#### **Key Events:**

Year 11 GCSE Final Assessment Exhibition – May. To be displayed at PCHS.

#### **FUTURE PROGRESSION:**

Success in Art Textiles would support students to study Level 3 qualifications including A Level Art Textiles.

### **FOR FURTHER INFORMATION CONTACT:**

Miss L Gordon

## Business Studies

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Course Specification:</b>	<b>1BS0</b>
<b>QAN:</b>	<b>603/0121/1</b>

### **COURSE CONTENT:**

GCSE qualifications in Business Subjects should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. This GCSE will prepare students to make informed decisions about further learning opportunities and career choices.

GCSE qualifications in business subjects enable students to:

- Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- Consider the extent to which business and economic activity can be ethical and sustainable.

Students will study two units within this qualification. These are; Unit 1: Investigating Small Business and Unit 2: Building a Business.

### **ASSESSMENT:**

#### **Unit 1: Investigating Small Business (1BS0/01)**

Written examination – 1hr 30mins. 90 Marks worth 50% of the overall qualification

#### **Unit 2: Building a Business (1BS0/02)**

Written examination – 1hr 30mins. 90 Marks worth 50% of the overall qualification

Key Events:

Examinations unit 1 and unit 2 – summer term Year 11

### **FUTURE PROGRESSION:**

Success in Business Studies would support students to study Level 3 qualifications including our Cambridge Technical in Business.

### **FOR FURTHER INFORMATION CONTACT:**

Mr J P Nesbitt, Subject Leader for Business & ICT or Mrs Underwood

## Computer Science

<b>Examination Board:</b>	<b>OCR</b>
<b>Course Specification:</b>	<b>GCSE Computer Science (2016)</b>
<b>QAN:</b>	<b>601/8355/x</b>

### **COURSE CONTENT:**

Students will learn theoretical and practical aspects of Computer Science. They will learn how to write, test and adapt computer programs to solve key problems. This will include understanding data structures and algorithms, Boolean and relational operations, function, routines and file handling. This will be studied through a mixture of theory based lessons and also practical application through the creation of programs. This will then be used for the practical assessment and also examined programming theory.

Students will also learn about a range of computing topics such as data representation in computer systems such as how digital files are stored. They will work with different number bases, learning how to convert between them and perform binary arithmetic. Further to this, students will learn about computer hardware and software, system architecture, data storage, computer networking, security and modern social/ethical issues in computing.

### **ASSESSMENT:**

The course will consist of three units:

Unit 1: External examination [40%] – Computer systems

Unit 2: External examination [40%] – Computational thinking, algorithms and programming

Unit 3: Programming project [20%] – This element of assessment is currently under review by Ofqual and may change or be removed

### **FUTURE PROGRESSION:**

Success in Computer Science would support students to study Level 3 qualifications such as BTEC ICT.

### **FOR FURTHER INFORMATION CONTACT:**

Mr J P Nesbitt, Subject Leader for Business and ICT or Mr M Teasdale (ICT)



## Design Technology: Papers and Boards

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Course Specification:</b>	<b>1DT0/ 1B</b>
<b>QAN:</b>	<b>603/0698/1</b>

### **COURSE CONTENT:**

The GCSE in 'Design and Technology: Papers & Boards' will help students to learn through a series of practical assignments the ability to design and make products from a range of graphic media and graphic modelling materials.

This course is aimed at pupils who enjoy designing and making with traditional tools and equipment such as pens, pencils, colouring media etc. and with a range of modern graphic and CAD software packages. Students will learn how to model their ideas in 3D using materials such as paper, card, plastics, expanded modelling foam and using the latest technology such as 3D printing and laser cutting to produce final solutions.

In Year 10 students will produce a selection of high quality finished products. They will also research, design and evaluate some of their projects to further enhance their learning and to prepare for the NEA (Non Examined Assessment) unit which starts at the very end of Year 10. The NEA unit of work is worth 50% of the total GCSE and is comprised of a research and design folder as well as a high quality finished product or range of products which are made by the student over several months. The NEA will be produced mainly during the course of Year 11 but it starts in July of Year 10 and is submitted for assessment in Year 11 in March of 2020.

### **ASSESSMENT:**

The NEA unit of work includes assessed sections on the following topics:

- Investigation of problem & research
- Product specification
- Design work and design development
- Review of final design
- Communication skills
- Product manufacture
- Quality and accuracy
- Testing and evaluation

The 1 ½ hour exam accounts for the remaining 50% of the total GCSE grade and it is taken at the end of Year 11. Students are taught through a series of theory lessons during both Year 10 and 11 about the following topics:

#### Section A: Papers & Boards

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.

- Design Contexts
- The ecological footprint, sources, origins, physical and working properties of a range of papers & boards
- Material selection
- The impact of forces and stresses on papers and boards and how they can be reinforced and stiffened
- Stock forms of papers & boards and material requirement calculation
- Scales of production
- Tools and equipment used to fabricate products
- Surface treatments

#### Section B: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.

- New and emerging technologies
- Design decisions
- Environmental considerations
- Energy
- Modern and smart materials
- Movement & forces
- Basic electronic systems & programmable components
- The categories, types, properties and structures of some basic metals, textiles, papers & boards & polymers.
- Design processes and key designers

**What do I need to succeed on this course?**

A positive attitude, excellent behaviour and the ambition and desire to achieve the very best that you are capable of. Enthusiasm for learning new skills in designing and making.

The ability to apply your skills from other subjects. Skills in Maths, Science, English, Art and ICT can all contribute to successful work in Design and Technology: Papers & Boards

**FUTURE PROGRESSION:**

The GCSE and A Level qualification have been selected together to ensure clear progression of knowledge, understanding and design and making skills so that students will have a coherent experience of moving from the breadth of the GCSE to the specialisation of the A Level Product Design course.

**FOR FURTHER INFORMATION CONTACT:**

Mr J. Linnell, Subject Leader

## Design Technology: Timbers

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Course Specification:</b>	<b>1DT0/ 1F</b>
<b>QAN:</b>	<b>603/0698/1</b>

### **COURSE CONTENT:**

The GCSE in 'Design and Technology: Timbers' will help students to learn through a series of practical assignments the ability to design and make products from timbers and manmade boards.

This course is aimed at pupils who will enjoy learning how to make products using a range of hand tools, manufacturing processes and a variety of workshop machines.

In Year 10 students will produce a selection of high quality finished products which will be made from a selection of materials such as pine, oak, mahogany, MDF, plywood, hardboard and other suitable materials. They will also research, design and evaluate some of their projects to further enhance their learning and to prepare for the NEA (Non Examined Assessment) unit which starts at the very end of Year 10. The NEA unit of work is worth 50% of the total GCSE and is comprised of a research and design folder as well as a high quality finished product which is made by the student over several months. The NEA will be produced mainly during the course of Year 11 but it starts in July of Year 10 and is submitted for assessment in Year 11 in March of 2020.

### **ASSESSMENT:**

The NEA unit of work includes assessed sections on the following topics:

- Investigation of problem & research
- Product specification
- Design work and design development
- Review of final design
- Communication skills
- Product manufacture
- Quality and accuracy
- Testing and evaluation

The 1 ½ hour exam accounts for the remaining 50% of the total GCSE grade and it is taken at the end of Year 11. Students are taught through a series of theory lessons during both Year 10 and 11 about the following topics:

#### Section A: Timbers

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.

- The ecological footprint, sources, origins, physical and working properties of a range of timbers
- Material selection
- The processes used to enhance the physical properties of timbers & manmade boards
- Stock forms of timbers & manmade boards and material requirement calculation
- Scales of production
- Tools and equipment used to fabricate products
- Surface treatments

#### Section B: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions.

- New and emerging technologies
- Design decisions
- Environmental considerations
- Energy

- Modern and smart materials
- Movement & forces
- Basic electronic systems & programmable components
- The categories, types, properties and structures of some basic Metals, Textiles, Papers & Boards & Polymers.
- Design processes and key designers

**What do I need to succeed on this course?**

A positive attitude, excellent behaviour and the ambition and desire to achieve the very best that you are capable of. Enthusiasm for learning new skills in designing and making.

The ability to apply your skills from other subjects. Skills in Maths, Science, English, Art and ICT can all contribute to successful work in Design and Technology: Timbers.

**FUTURE PROGRESSION:**

The GCSE and A Level qualification have been selected together to ensure clear progression of knowledge, understanding and design and making skills so that students will have a coherent experience of moving from the breadth of the GCSE to the specialisation of the A Level Product Design course.

**FOR FURTHER INFORMATION CONTACT:**

Mr J. Linnell, Subject Leader

## Drama

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8261</b>
<b>QAN:</b>	<b>601/8575/2</b>

### **COURSE CONTENT:**

This course encourages students to become confident performers. Students will learn theatre skills and presentation skills, including creative work in groups, thinking analytically, and evaluating their own work as well as performances they have seen locally. All students will devise original drama for performance, work with play scripts, and prepare two short scripted performances.

### **Subject Content:**

Component 1	Understanding Drama	40% of GCSE
Component 2	Devising Drama	40% of GCSE
Component 3	Texts in Practice	20% of GCSE

### **ASSESSMENT:**

Alongside practical work, students will keep a folder of notes, diagrams and drawings of their work in progress, and part of this folder will be used for assessment at the course end. A visit to see live theatre is a course requirement.

#### Component 1                      Understanding Drama                      (Written exam)

- Key terms used in Drama and theatre
- Practical study of one set play ("*Blood Brothers*")
- Evaluating one live theatre performance seen during the course
- One written exam, open book, end of Year 11 (1hr 45mins)
- Marked by AQA

#### Component 2                      Devising Drama                      (Practical)

- Creating original devised Drama in a group
- Group performance of this devised Drama 20marks
- Evaluating own work – this includes written working notes, as above. 60 marks
- Marked by Class Teacher and moderated by AQA

#### Component 3                      Texts in Practice                      (Practical)

- Performance of two short extracts from one approved play
- 25 marks per performance
- Marked by AQA (Visiting Examiner)

**Key Events:** Discount theatre tickets when available. Performance to others. Specialist workshops by professional people if available. Backstage tours can be arranged.

### **FUTURE PROGRESSION:**

Success in Drama would support students to study Level 3 qualifications such as Cambridge Technical in Performing Arts.

### **FOR FURTHER INFORMATION CONTACT:**

Mrs Y Clark, Subject Leader for Drama

## Engineering

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Course Specification:</b>	<b>BTEC L1/ L2 Tech Award</b>
<b>QAN:</b>	<b>603/0829/1</b>

### COURSE CONTENT:

This new Level 2 qualification is a direct replacement for the previous Level 2 course In Engineering The Pearson BTEC Level 1/2 Tech Award in Engineering is for learners who wish to acquire technical skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning The qualification recognises the value of learning skills, knowledge and vocational attributes to complement other GCSEs. This qualification will broaden the student's experience and understanding of the varied options available to them as they progress through their education.

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

- development of key engineering practical and technical skills, such as research, observation, measurement, making, using computer-aided design (CAD) and disassembly.
- knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry.
- knowledge of the stages involved in planning and implementing an engineering project
- knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

This award complements the learning in other GCSE programmes such as GCSE Design and Technology by broadening the application of design and make tasks, working with an engineering brief, testing and evaluation. Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Award in Engineering				
Component number	Component title	GLH	Level	How assessed
1	Exploring Engineering Sectors and Design Applications	36	1 / 2	Internal
2	Investigating an Engineering Project	36	1 / 2	Internal
3	Responding to an Engineering Brief	48	1 / 2	Synoptic External

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 students need to demonstrate attainment across all components in order to achieve the qualification.

The components are strongly interrelated and they are best seen as part of an integrated whole rather than totally distinct study areas. Normally, will take this qualification over a two-year. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.

### Internal assessment

Components 1 and 2 are assessed through internal assessment. The components focus on:

- the development of core knowledge and understanding of engineering sectors, their interconnections and how they relate to the roles of employees in engineering industries
- knowledge and skills of the stages involved in planning and implementing an engineering project

- the development and application of skills such as problem solving, design, creativity, communication and collaboration.

### **Synoptic external assessment**

There is one external assessment, Component 3 that provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 but enables learning to be brought together and related to a real-life situation.

*Component 3: Responding to an Engineering Brief* requires to investigate and create solutions to engineering problems in response to a given brief.

### **Component 1: Exploring Engineering Sectors and Design Applications**

A range of people with different skill sets work together during the production of electrical, electronic and mechanical engineered products, such as mobile phones and mountain bikes.

In this component, you will develop knowledge and understanding of the engineering industry, the interconnections within engineering sectors and how these are integrated to enable organisations to find solutions to real-life problems. You will explore the role that design applications play in the production of engineered products. Through practical exercises, you will produce solutions to problems using different combinations of design and modelling engineering skills.

#### **Learning aims**

A Understand engineering sectors, products and organisations, and how they interrelate

B Explore engineering skills through the design process.

### **Component 2: Investigating an Engineering Project**

This component builds on the knowledge and skills you have learned and used in *Component 1*.

The manufacture of an engineered product involves design, the correct selection of materials, components and the making processes.

This component will give you an understanding of the types and properties of metallic and polymeric materials, and proprietary components commonly used in engineered products. You will acquire an understanding of the selection of materials, proprietary components, making processes and disassembly of a given engineered product. You will then plan, reproduce, inspect and test a single component.

#### **Learning aims**

A Understand materials, components and processes for a given engineered product

B Investigate a given engineered product using disassembly techniques

C Plan the manufacture and safely reproduce/inspect/test a given engineered component.

### **Component 3: Responding to an Engineering Brief**

This component builds on the knowledge and skills you have learned in *Components 1 and 2* and is synoptic.

You will be given engineering briefs with problems you need to respond to. Your response will include possible solutions that you will test against the brief. You will be given the opportunity to carry out tests, collect and analyse data, reflect on your findings, consider any issues, and suggest solutions.

### **Summary of assessment for component 3**

A set task comprised of two parts worth 60 marks in total will be completed under supervised conditions. The supervised assessment period is two hours for Part 1 and one and a half hours for Part 2. Both parts of the set task are completed during a one week period timetabled by Pearson.

For assessment, you will be given a brief to carry out a practical set task before completing the three activities based on the practical task. An additional task, consisting of two activities, will target higher-order, planning, redesign and evaluative skills, and relate to independent scenarios.

### **What do I need to succeed on this course?**

A positive attitude and the ambition and desire to achieve the very best that you are capable of. Enthusiasm for learning new skills in designing and making. The ability to apply your skills from other subjects. Skills in Maths, Science, English, Art and ICT can all contribute to successful work in this Level 2 qualification.

**ASSESSMENT:**

Components 1 and 2 contributes 30 % each of the total qualification and is internally assessed. The external assessment (Component 3) takes the form of a set task taken under specified conditions that is then marked and awarded a grade awarded by Pearson. You are permitted to re sit the external assessment once during their programme by taking a new assessment. The external assessment contributes 40 % of the total qualification.

**FUTURE PROGRESSION:**

The skills and knowledge gained will allow learners to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for BTEC Level 3 Engineering, A-level Design and Technology or an apprenticeship in a related area of employment. Learners will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

**FOR FURTHER INFORMATION CONTACT:**

Mr S Goan, Mr T Smith or Mr J Linnell



## Food Nutrition and Preparation

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8585</b>
<b>QAN:</b>	<b>601/8421/8</b>

### **COURSE CONTENT:**

Food preparation skills – these are intended to be integrated into the five sections:

- 1 Food, nutrition and health
- 2 Food science
- 3 Food safety
- 4 Food choice
- 5 Food provenance

### **What will I learn about?**

This new 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.

### **What do I need to succeed on this course?**

A positive attitude and the ambition and desire to achieve the very best that you are capable of. Enthusiasm for learning new skills in designing together with a creative flair. Good organisational skills and commitment are also important to success in Food Preparation and Nutrition. The ability to apply your skills from other subjects – Science, Maths, English.

### **ASSESSMENT:**

Paper 1: Food preparation and nutrition

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

Written exam: 1 hour 45 minutes - 100 marks - 50% of GCSE

Questions: Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA) 50% of GCSE

Task 1: Food investigation (15% of GCSE)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task. Students will be required to produce a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (35% of GCSE)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students will be required to produce a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

### **FUTURE PROGRESSION:**

Success in Food Nutrition and Preparation would support students to study Level 3 qualifications, or embark on an apprenticeship or career in the catering or food industries.

### **FOR FURTHER INFORMATION CONTACT:**

Mrs A Domingue

## French

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8658</b>
<b>QAN:</b>	<b>601/8157/6</b>

### **COURSE CONTENT:**

A GCSE in French is very much focused on the ability to communicate and aims to develop a student's comprehension and use of the target language for real purposes. Students will be able to extract key information, evaluate authentic texts and gain an insight into the culture and civilisation of French speakers. They will also have the opportunity to use French for practical communication (for example when abroad on holiday) and gain the confidence in using the language spontaneously when speaking. Moreover, students will learn how to communicate effectively in writing for a variety of purposes across a range of specified contexts and translate short passages from French into English and English into French. As at Key stage 3, students work on developing the four key linguistic skills of listening, reading, speaking and writing. This qualification is linear which means that students will sit all their exams at the end of the course. Students sit an examination in each skill and each skill has an equal weighting of the total GCSE in French:

#### **Paper 1: Listening**

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions at Foundation Tier and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

#### **Paper 2 : Speaking**

- Assessment with Teacher-Examiner
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions at Foundation Tier and Higher Tier:

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

#### **Paper 3: Reading**

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions at Foundation Tier and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

#### **Paper 4: Writing**

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

**Questions:**

**Foundation Tier**

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

**Higher Tier**

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

**Themes:**

Students are expected to understand and provide information and opinions about the following themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken. Within these themes, they focus on the following sub-topics. These themes apply to all four question papers.

**Theme 1:** Identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in French-speaking countries/communities

**Theme 2:** Local, national, international and global areas of interest:

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

**Theme 3:** Current and future study and employment:

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

**ASSESSMENT:**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

**FUTURE PROGRESSION:**

Success in French would support students to study Level 3 qualifications such as A Level French.

**FOR FURTHER INFORMATION CONTACT:**

Miss C Wilkinson, Subject Leader for Modern Foreign Languages

## Geography

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8035</b>
<b>QAN:</b>	<b>601/8410/3</b>

### **COURSE CONTENT:**

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values and attitudes. Upon completion of this two year course, students will have the skills and experience to progress onto A-level and beyond.

#### **Unit 1**

Living with the Physical Environment: This unit will be examined and will cover the following topics

- Natural Hazards (including Earthquakes and Volcanoes, Hurricanes and Climate Change)
- The Living World (including Rainforests and Cold Environments)
- Physical Landscapes (including Coasts and Rivers)

#### **Unit 2**

Challenges in the Human Environment: This unit will be examined and will cover the following topics

- Urban Issues and Challenges (including urbanisation and issues facing global megacities)
- The Changing Economic World (including Globalisation)
- The Challenges of resource management (including Water and Energy)

#### Unit 3

Geographical Applications and Skills: A written exam based on two sections:

1. A resource booklet that will be given to students 12 weeks before the exam which covers a Geographical Issue with links to Units 1 and 2. This will assess students ability to make decisions about geographical issues.
2. Exam questions based on fieldwork completed by students during the course. The students will be asked to comment on TWO pieces of work that they have completed

#### Why study Geography?

- Geography is a highly valued qualification for many courses and careers
- You will develop your skills of investigation, analysis and decision making
- You will gain and appreciation of how the values held by different people affect our lives and environment
- Geography is about the real world, so two full days of fieldwork are an essential component of the course

### **ASSESSMENT:**

Unit 1 Living with the Physical Environment - 1 hour 30 minute Exam - 35% of marks

Unit 2 Challenges in the Human Environment - 1 hour 30 minute Exam - 35% of marks

Unit 3 Geographical Applications and Skills - 1 hour 15 minute Exam - 30% of marks

### **FUTURE PROGRESSION:**

Success in Geography would support students to study Level 3 qualifications such as A Level Geography.

### **FOR FURTHER INFORMATION CONTACT:**

Mr T Pollock, Subject Leader for Humanities

## Health and Social Care

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Course Specification:</b>	<b>BTEC L1/ L2 Tech Award</b>
<b>QAN:</b>	<b>603/0395/5</b>

### **COURSE CONTENT:**

The BTEC Tech Award in Health and Social care is a practical introduction to life and work in the health care sector. This course will enable you to:

- Develop your knowledge and understanding of the sector
- Appreciate the importance of care values
- Analyse and evaluate your skills

The course is made up of three units one of which is externally assessed:

- Component 1 – Human Lifespan Development – Internally assessed – 30% of mark
- Component 2 – Health and Social Care Values – Internally assessed – 30% of mark
- Component 3 – Health and Wellbeing – Externally assessed task in which students will be required to put together a health improvement plan based on a service user chosen by the exam board – 40% of mark

### **ASSESSMENT:**

Students are graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\* on the criteria they have met during completion of their work

### **FUTURE PROGRESSION:**

Success in Health and Social Care would support students to study Level 3 qualifications such as BTEC Health and Social Care.

### **FOR FURTHER INFORMATION CONTACT:**

Miss R Buchanan, Subject Leader for Health and Social Care

## History

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8145</b>
<b>QAN:</b>	<b>601/8217/9</b>

### **COURSE CONTENT:**

This qualification is linear meaning that students will sit all their exams at the end of the course. The course aims to provide students with one period study, one thematic study, one wider world depth study and one British depth study including the historic environment.

- The period study will be: America, 1840–1895: Expansion and consolidation which will cover conflict between white settlers and Native Americans, the American Civil War and the abolishment of slavery
- The wider world depth study will be: Conflict and tension in Asia, 1950-75 which will cover the causes and consequences of the Korean and Vietnam War
- The thematic study will be: Britain health and the people, c1000 to the present day which will cover the impact of key factors such as government, science and technology on the development of medicine through time
- The British depth study will be: Norman England, c1066-c1100 which will cover the causes and consequences of the Norman conquest

### **ASSESSMENT:**

#### **Two linear exams**

**Paper 1:** Assessment of period study and wider world depth study

- 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Paper 2:** Assessment of thematic and British depth study including reference to a historic site

- 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

### **FUTURE PROGRESSION:**

Success in History would support students to study Level 3 qualifications such as A Level History.

### **FOR FURTHER INFORMATION CONTACT:**

Mrs R Harrison

## Music

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Course Specification:</b>	<b>1MU0</b>
<b>QAN:</b>	<b>601/8204/0</b>

### **COURSE CONTENT:**

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

### **ASSESSMENT:**

#### **Unit 1 – Performing Music (30%): Coursework**

- One solo performance
  - One ensemble performance
- Total time for the two performance must be at least four minutes. Neither performance must be less than one minute.

#### **Unit 2 – Composing Music (30%): Coursework**

- Two compositions lasting a combined length of at least three minutes.

#### **Unit 3 – Listening and Appraising Music (40%): Exam (1hr 45m)**

##### **Section A – Areas of Study, Dictation and Unfamiliar Pieces:**

- Six questions related to six of the eight set works
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece

##### **Section B – Comparison between a set work and one unfamiliar piece.**

- Instrumental Music (1700 – 1820)
- Vocal Music
- Music for Stage & Screen
- Fusions

#### **Key Events:**

All units are consistently reviewed during the course including:

End of area of study tests (termly); longer end of year test (end of Year 10); Year 11 mock exam; Classroom concerts where students perform their pieces to one another and are recorded. Both composition and performing coursework is sent to EDEXCEL at Easter of Year 11 and our ensembles performing assessment takes place by October half term of Year 11.

#### **Other Info:**

- Students are expected to receive instrumental tuition as part of their course. This can either happen within school making use of the peripatetic instrumental teachers or privately. If students receive lessons in school they are eligible for the Northumberland County Music Service remission scheme giving them discounted lessons.
- The ability to read music is not essential but highly recommended.

#### **FUTURE PROGRESSION:**

Success in Music would support students to study Level 3 qualifications such as A Level Music.

#### **FOR FURTHER INFORMATION CONTACT:**

Mr J Tate, Subject Leader for Music

## Philosophy and Ethics

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8062</b>
<b>QAN:</b>	<b>601/8400/0</b>

### **COURSE CONTENT:**

The course is divided into two sections, each carrying 50% of the final mark, which are studied over 2 years

**Component 1** – Study of Religion: Christianity & Hinduism

**Component 2** – Philosophical, Ethical and Religious Themes

A study of two of the major world religions, their origins, ethics, beliefs and practices. These will include Hindu and Christian ideas about God and gods or goddesses, the importance of pilgrimage and how it is performed, major festivals, key texts, and beliefs about Karma, Reincarnation, heaven and hell.

Various philosophical and ethical issues will be studied from the perspective of some of the major world religions as well as atheistic groups. These will include views on family life, marriage and relationships, the existence and nature of God, religious attitudes to war, peace and conflict, as well as social issues such as abortion and assisted dying.

### **Why choose Philosophy and Ethics?**

You will develop the following skills and insights:

- Knowledge of the motivations and influences behind modern religions.
- Insight into the principles on which our society and laws were founded.
- Debate, discussion and philosophical thinking skills.
- Knowledge and understanding of philosophical and ethical issues.
- Empathy and understanding of different cultures and perspectives.
- Study skills, e.g. note taking, research, revision strategies and exam techniques.

### **ASSESSMENT:**

This is an exam only course. There are two written examination papers of 1 hour 45 minutes to be taken at the end of Year 11, leading to a GCSE in Religious Studies

### **FUTURE PROGRESSION:**

Success in Philosophy and Ethics would support students to study Level 3 qualifications such as A Level Religious Studies.

### **FOR FURTHER INFORMATION CONTACT:**

Miss S Wills



## Physical Education GCSE

<b>Examination Board:</b>	<b>OCR</b>
<b>Course Specification:</b>	<b>J587</b>
<b>QAN:</b>	<b>601/8442/5</b>

### **COURSE CONTENT:**

Current programme of study for Year 10 and 11

Students have five lessons across the fortnight that include theory and practical. The programme of practical lessons is designed around students' strengths and may include the following activities: exercise activities, swimming, badminton, basketball, trampolining, soccer, netball, rugby, athletics, tennis, volleyball, climbing, rounders, cricket, officiating and coaching.

### **ASSESSMENT:**

**Component 1:** Physical factors affecting performance (written examination 1 hour - 30% of the qualification)

This paper assesses two topic areas: 1. Anatomy and physiology, 2. Physical training.

**Component 2:** Socio-cultural issues and sports psychology (written examination 1 hour - 30% of the qualification)

This paper assesses three topic areas: 1. Sport psychology, 2. Socio-cultural influences, 3. Health, fitness and wellbeing

**Component 3:** Performance with physical education (40% of the qualification)

Students will be assessed in 3 activities but must have a minimum of one team and one individual activity. The activities are assessed in formal competitive situations and by isolated drills.

Analysing and evaluating performance – Students have to evaluate a performance in one sport discussing strengths, weaknesses and designing an action plan to improve an area of the performance

### **Key Features:**

This course prepares students to make informed decisions about further learning opportunities and career choices. It enables students to become physically competent through being actively engaged in a range of physical activities.

Students can be assessed in activities that are not covered in the curriculum for example, golf, martial arts, skiing or horse riding. There may also be an opportunity to attend an outdoor education course in climbing, orienteering and canoeing/kayaking.

### **FUTURE PROGRESSION:**

Success in GCSE PE would support students to study Level 3 qualifications such as A Level Sports Science or Cambridge Technical Sport.

### **FOR FURTHER INFORMATION CONTACT:**

Mr R West, Subject Leader for Physical Education or Miss R McDonald Assistant Subject Leader

## Spanish

<b>Examination Board:</b>	<b>AQA</b>
<b>Course Specification:</b>	<b>8698</b>
<b>QAN:</b>	<b>601/8160/6</b>

### **COURSE CONTENT:**

A GCSE in Spanish is very much focused on the ability to communicate and aims to develop a student's comprehension and use of the target language for real purposes. Students will be able to extract key information, evaluate authentic texts and gain an insight into the culture and civilisation of Spanish speakers. They will also have the opportunity to use Spanish for practical communication (for example when abroad on holiday) and gain the confidence in using the language spontaneously when speaking. Moreover, students will learn how to communicate effectively in writing for a variety of purposes across a range of specified contexts and translate short passages from Spanish into English and English into Spanish. As at Key stage 3, students work on developing the four key linguistic skills of listening, reading, speaking and writing. This qualification is linear which means that students will sit all their exams at the end of the course. Students sit an examination in each skill and each skill has an equal weighting of the total GCSE in Spanish:

#### **Paper 1: Listening**

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions at Foundation Tier and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally

#### **Paper 2 : Speaking**

- Assessment with Teacher-Examiner
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions at Foundation Tier and Higher Tier:

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

#### **Paper 3: Reading**

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions at Foundation Tier and Higher Tier:

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

#### **Paper 4: Writing**

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

#### Questions:

##### Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

##### Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

#### Themes:

Students are expected to understand and provide information and opinions about the following themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken. Within these themes, they focus on the following sub-topics. These themes apply to all four question papers.

#### **Theme 1:** Identity and culture:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in Spanish-speaking countries/communities

#### **Theme 2:** Local, national, international and global areas of interest:

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

#### **Theme 3:** Current and future study and employment:

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

#### **ASSESSMENT:**

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

#### **FUTURE PROGRESSION:**

Success in Spanish would support students to study Level 3 qualifications such as A Level Spanish

#### **FOR FURTHER INFORMATION CONTACT:**

Miss C Wilkinson, Subject Leader for Modern Foreign Languages

## Option Choices

There are always limits as to what we can provide on a timetable and both health and safety considerations and staffing need to be taken into account.

It is possible that your preferred choices may not be possible and for that reason we ask you to choose 2 reserve choices. Finally we will make efforts to try and fit as many students' first choices as we can; however there may be times when students have to take alternative choices.

### Completing the Options Form

You must choose at least one subject in the first grid (you can choose more than one) and you must make four choices (✓) plus indicate two reserves overall (R). You may only choose one of either Art and Design or Art Textiles.

### Remember

Choosing for the future is your responsibility and you will be following your subject choices for two years, SO CHOOSE WISELY. Ask for help and advice from others, find out all you can. When you have discussed all the implications with your parents/carers, tutor and subject staff; make your decision.