KING EDWARD VI
NORTHFIELD SCHOOL FOR GIRLS

OPTION PATHWAYS

CONTENTS

KING EDWARD VI
NORTHFIELD
SCHOOL FOR GIRLS

Educational excellence for our City

Dear Parent/Carer

Your child will complete Key Stage 3 this summer and important decisions about future Key Stage 4 courses and possible careers have to be made soon. This is an exciting and liberating time when students have an element of choice over their learning in the future for the first time, but it can also be a confusing time for youngsters and parents alike when new terminology and course requirements can seem bewildering.

This booklet sets out clearly what your child's choices are so that reliable and informed decisions can be made. Option choices should be given the serious consideration they deserve as mistakes made at this stage can hamper student progress in the future. Staff will support students and parents at every stage of this process and we hope that you and your child will enjoy the challenges ahead.

In order to maximise your child's potential we encourage each student to follow a broad and balanced range of subjects. All students study the core subjects English, Mathematics, Science and P.E. Your child will then make four further choices from the subjects available.

We believe that these option choices will help to build a powerful portfolio of qualifications and experiences that should enable your child to follow any future post -16 pathway.
I feel sure that you are as excited about your child's future choices as we are. Please feel free to contact staff for reassurance and guidance if you require their assistance, but most importantly talk about choices and future aspirations with your child.

Yours sincerely

Jacqueline Hall

Ms J Hall
Acting Headteacher

STRUCTURE OF KS4

The Key Stage 4 curriculum is divided into two areas.

The Core Curriculum

All students will follow courses in the following subjects:
English, Mathematics, Science, Religious Studies, Physical Education, Personal, social, health, citizenship and careers education

Options

Students can then choose a further four subjects from the options list.

Please note:
Every effort will be made to meet your child's choice of subject, but constraints on staffing, time tabling and class size may have to be taken into account by the school. When problems occur, students and parents are informed and given the opportunity for full discussion before any decision is finalised.

Changes to GCSEs

You may already be aware that the Department for Education implemented significant changes to the structure, content and assessment of GCSEs and many of these changes would directly affect students as they progressed through Key Stage 4.

The content of many GCSEs changed and so too the manner in which students are assessed. Most GCSEs have seen a shift away from coursework and controlled assessment and more towards an examination sat by students at the end of year 11. It is important, therefore, that you read through this booklet carefully and ensure that you discuss fully the requirements of any option subject before final option choices are made.

The grading of GCSEs have also been subject to significant change. As of 2018 GCSEs were awarded a grade from 1 to 9. Indications at present suggest that a "good GCSE" grade would see a student awarded a 5 or above with a 9 being awarded to the top 5% of students in that particular qualification.

Vocational Qualifications – BTEC and OCR

It is important as a school that we offer a broad and balanced curriculum to our students. You will see in the booklet that some departments are offering vocational qualifications alongside GCSEs. Vocational qualifications, by nature, offer students a syllabus more focused on work-based, professional contexts and are often still heavily weighted towards project and portfolio work. It is important to note, however, that all such qualifications now retain an element of external assessment.

Further to DfE guidance, these subjects are now much more rigorous in terms of their assessment. ALL vocational options in this booklet are level 2 qualifications and, consequently, maintain the equivalence of a GCSE.

The English Baccalaureate

The English Baccalaureate is a measure against which schools and students throughout the country are measured. Although no specific certificate is awarded, a student is said to have successfully achieved this if they have attained a "good GCSE" (grade 5 or above) in the following GCSEs:

English, Mathematics, History or Geography, A Modern Foreign Language and 2 Sciences (this can now include Computer Science)

Some Universities may use this measure as part of their admissions criteria, more especially for degree courses which may often be over-subscribed.

CORE SUBJECTS

English

Qualification	Examination Board	Specification Code
GCSE	AQA	8700/8702

COURSE OVERVIEW

English is a core subject and as such is compulsory for all pupils nationally. All pupils will follow an examination course leading to GCSE qualifications in both English Language and English Literature. Whilst course content differs according to the route a student undertakes, all pupils will cover the three National Curriculum skills areas of Reading, Writing and Speaking and Listening.

Pupils will use investigative and analytical approaches to demonstrate their ability when using English Language in different contexts. We will seek to make the content as engaging and challenging as possible. They will also study a variety of literature including poetry, prose and drama. Preparation for the English Language examination involves developing skills such as learning to write in different styles and for different audiences. Accuracy of spelling, punctuation and grammar is crucial for this qualification and as such we expect high standards of writing from the pupils.

COURSE ASSESSMENT

GCSE ENGLISH LANGUAGE:

Paper 1: Explorations in creative reading and writing. 50% of GCSE

Paper 2: Writers' viewpoints and perspectives. 50% of GCSE

GCSE ENGLISH LITERATURE:

Paper 1: Shakespeare plays and The 19th-century novel. 40% of GCSE

Paper 2: Modern texts and Poetry. 60% of GCSE

SUBJECT CONTENT

Pupils will read and study a range of literature fiction texts (including modern, pre 1914 texts and poetry) in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers. Pupils will also consider a range of non– fiction texts and develop insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Pupils will also develop their own writing skills and produce descriptive and narrative writing that demonstrates their own ability to use language for effect. Pupils will produce written texts targeted to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them.

COURSE PROGRESSION

English Language and English Literature are core components of the curriculum. A pupil's performance in these qualifications will affect their academic future and their career.

CAREER OPPORTUNITIES

A qualification in English is essential to all careers.

Universities and employers set minimum requirements for achievement in English. Pupils must strive for high achievement in English in order to maximize the opportunities available to them in the future.

Mathematics

Qualification	Examination Board	Specification Code
GCSE	EDEXCEL	1MA1

COURSE OVERVIEW

The aims and objectives of the GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Two tiers are available: Foundation and Higher (content is defined for each tier)

- Each student is permitted to take assessments in either the Foundation tier or Higher tier.

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

- Foundation tier: grades 1 to 5
- Higher tier: grades 4 to 9 (grade 3 allowed)

Further information can be found on the Pearson Edexcel website at:
https://qualifications.pearson.com

COURSE ASSESSMENT

This is a linear course, which means all examinations are taken at the end of the course in the summer of Year 11.

The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- Each paper has 80 marks.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.

SUBJECT CONTENT

The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The content outlined for each tier will be assessed across all three papers. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

COURSE PROGRESSION

Typical GCSE Maths requirements for courses:

Further Mathematics : Grade 7
A Level Mathematics: Grade 6
College Level 3 courses: Grade 4
College Level 2 courses: Grade 3
College Level 1 course: Grade 2
Check sixth form prospectus for specific course requirements.

CAREER OPPORTUNITIES

Careers involving mathematics are found in almost every field, including medicine and scientific research. Here are some examples: software engineer, computer systems analyst, actuary, civil engineer, forensic scientist and statistician. Mathematics teaches problem solving, analysis, data handling and communication skills as well as patience and discipline to name a few. These transferable skills are useful in any job.

Combined Science

Qualification	Examination Board	Specification Code
GCSE	AQA	8464

COURSE OVERVIEW

Combined Science is a compulsory minimum of science which covers Biology, Chemistry and Physics as follows:

Biology	Chemistry	Physics
Cells	Fundamentals	Energy
Photosynthesis	Structure of matter	Electricity
Moving and changing materials	Chemical quantities and calculations	Particle model of matter
Health matters	Chemical changes	Atomic structure
Co-ordination and control	Energy changes	Forces
Genetics	Rate and extent of chemical change	Waves and light
Variation and evolution	Hydrocarbons	Electromagnetism
Ecology in action	Chemical analysis	
	The atmosphere	
	Sustainable development	

COURSE ASSESSMENT

The final assessment for the course will be through 100% examination. This is formed of six 70-mark papers which will have a normal time of 1 hour and 15 minutes. There are two papers for each of the subjects within science, with the one paper for the first half of the content and one for the second half. Compulsory practicals set by the exam board will also be examined within these examination papers (although we believe in a practical approach which will by far exceed the compulsory minimum). We will assess pupils with tests after each topic as well as with mock papers throughout the course, combined with extended writing assessments.

SUBJECT CONTENT

Alongside the content shown above, pupils will be expected to develop various skills throughout the course. Experimental skills will be used regularly, focussing on planning, recording, analysing and evaluating investigations. Numeracy skills will include the analysis of data in a variety of forms and the use of equations and formulas. All pupils will need to be able to recall a range of formulas, rearrange them and use them correctly. Pupils will also develop their understanding of the scientific community, including the sharing of knowledge and data, ethics, economics and sustainability.

COURSE PROGRESSION

Traditionally pupils with high grades (which we now estimate to be a Grade 6 or above) have been able to go on to study A Levels in the separate science subjects. This pathway is normally suited to those with a strong grasp of knowledge and skills looking at very academic careers. Many pupils have success progressing to BTEC Science or Health and Social Care (Level 2 or 3). Level 3 courses are generally acceptable routes into many University courses, such as nursing.

CAREER OPPORTUNITIES

Science is embedded in most, if not all, careers to some extent. Several careers require a minimum grade in science at this level, such as Primary school teaching. There are clear links to child care, the food industry, health care, beauty and lab work at all levels. There are many careers in sciences at all levels, including medicine, veterinary science and dentistry. Science is essential for engineering careers as well.

PSHRE, Careers and Citizenship

PSHRE

Personal, Social and Religious Education is a compulsory part of the KS4 curriculum, supporting pupil's Social, Moral, Spiritual and Cultural development. All pupils follow a specific PSHRE programme (which can be found on the school website), which concentrates on building skills to help the pupils' progress through their teenage years to adult life. The programme aims to educate pupils to be able to think for themselves, with an acceptable set of personal qualities and values which promote equal opportunities and to develop pupils' self-confidence so that they can take advantage of the opportunities open to them.

There are 3 strands to the curriculum. The **PSHRE** strand includes teenage pregnancy, drugs and alcohol, sexual health and stress education. It also covers Religious Education topics such as can religion change the world, Christianity and forgiveness, Consequences of war and Pacifism

The other two strands are **Careers** and **Citizenship** which are covered in PSHRE lessons, with citizenship also being taught in other subjects across the curriculum.

CAREERS

The Careers Education and Guidance programme helps pupils to achieve the following broad aims:

- To understand themselves and develop their capabilities
- To investigate careers and opportunities
- To implement their career plan

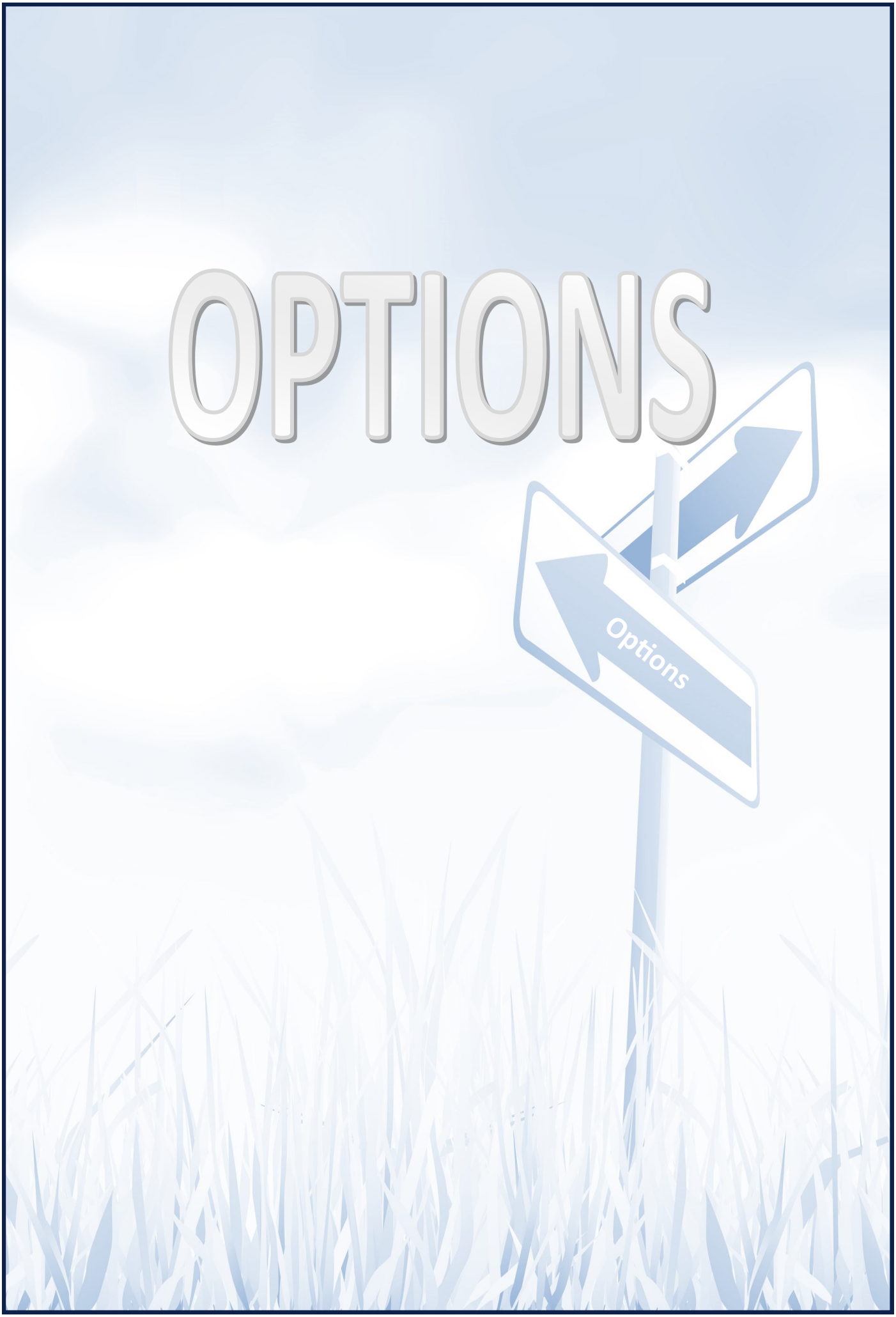
Visiting speakers and careers advisers are used alongside the Careers Education programme to provide pupils with background information relating to further education and a wide range of jobs and training. We have a former Connexions advisor to work with Year 10 and 11 pupils on their future career paths.

In addition, guidance is given in applying to sixth forms and colleges in the local area. Pupils are given targeted support with writing CV's and preparing for interviews, with the help of professionals from the world of work and in particular BHSF.

CITIZENSHIP

Citizenship involves learning about current affairs, topical issues and politics. It prepares pupils for life in the wider world.

OPTIONS



Geography

Qualification	Examination Board	Specification Code
GCSE	AQA	8035

COURSE OVERVIEW

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

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). Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

COURSE ASSESSMENT

Paper 1: Living with the physical environment (35%)

Paper 2: Challenges in the human environment (35%)

Paper 3: Geographical applications (30%)

SUBJECT CONTENT

There are three themes of study. These are:
Living with the physical environment:
The challenge of natural hazards
The living world
Physical landscapes in the UK
Challenges in the human environment:
Urban issues and challenges
The changing economic world
The challenge of resource management
Geographical applications:
Issue evaluation. Fieldwork (we will go on two fieldtrips to different locations and this exam will require students to write about their data collection etc).
Geographical skills

COURSE PROGRESSION

Upon completion of this course, students will have the skills and experience to progress onto A-level and beyond.
This course lays an appropriate foundation for further study of geography or related subjects.
Geography GCSE provides a worthwhile course for candidates form diverse backgrounds in terms of general education and lifelong learning.

CAREER OPPORTUNITIES

Employers love the mix of technical and social skills people get from studying geography, which they see as very **transferable.** Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills achieved.

History

Qualification	Examination Board	Specification Code
GCSE	EDEXCEL	HISTORY 9-1

COURSE OVERVIEW

Medicine
This course covers 1,000 years of history from Medieval to the present day. This includes The British sector of the Western Front, 1914 -18: injuries, treatment and the trenches.

A Period Study - Germany 1919 - 39.
Pupils study the rise of Hitler in detail and how this affected different groups in Germany.

A British Study - Norman Conquest 1060 - 1088.
Pupils look at the background of the Norman invasion of 1066 and how the Norman took control of British society.

Super Power Relations and the Cold War, 1941-1991.
This looks at the breakdown in relations between the superpowers of USA and USSR .

COURSE ASSESSMENT

100% examination in Year 11.
3 papers, ranging from 75 minutes to 90 minutes.

Paper 1: The British Sector of the Western Front and the History of Medicine.
Paper 2: Norman Conquest and The Cold War
Paper 3: Germany 1919-39.

Mixture of source based question and knowledge questions.
Regular practice assessment throughout.

SUBJECT CONTENT

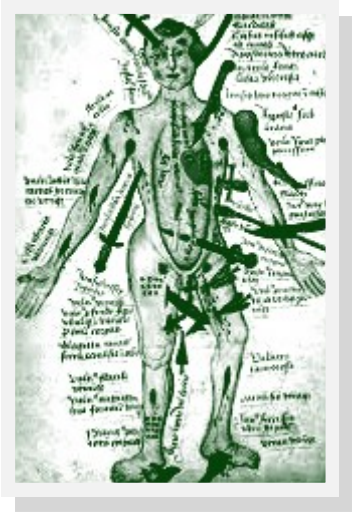
1. **Thematic Study** - Medicine in Britain 1250-present.
2. **A Period Study** - Germany 1919-39.
3. **A British Study** - Norman Conquest 1060-1088.
4. **A Modern Depth Study** - Super Power Relations and the Cold War, 1941-1991.

COURSE PROGRESSION

Pupils can progress on to A Level History and many of our partner 16+ providers.
They can choose any A Level History course, this GCSE does not limit them to following an Edexcel pathway.

CAREER OPPORTUNITIES

Journalism and media, archaeology, the law, politics, teaching, or as a general qualification, the skills, abilities and attitudes to independent learning developed through the study of history make young people attractive to employers, whatever their chosen career.



Religious Studies

Qualification	Examination Board	Specification Code
GCSE	AQA	8062

COURSE OVERVIEW

This specification covers the content laid down by the Department for Education (DfE) subject content for GCSE Religious Studies.
Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. The main religion studied will be Christianity.
We also study Islam as well as non-religious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content.

COURSE ASSESSMENT

There is no controlled assessment element to this course.
Students will sit two exams at the end of year 11. One exam for component one and another exam for component two.
Each exam will be 1 hour and 45 minutes long and will be worth 50% of the total marks.

SUBJECT CONTENT

Component 1: The study of religions: beliefs, teachings and practices.

- Christianity and Islam.

Component 2: Thematic studies
Students should study a total of four themes. These are;

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, peace and conflict

COURSE PROGRESSION

A GCSE in religious studies will allow entry onto A' level courses at higher education. This qualification is recognised as being a good base from which to progress onto further study due to the nature of the course. Students will learn how to work independently and as part of a team. They will also be taught how to use their critical thinking skills and how to problem solve.

CAREER OPPORTUNITIES

A GCSE in Religious Education is a useful qualification for any career that involves working with people, e.g. teaching, nursing, social work, police force, human resources management, journalism and law.

Triple Science

Qualification	Examination Board	Specification Code
GCSE	AQA	8461 / 8462 / 8463

COURSE OVERVIEW

Pupils can choose to study separate GCSEs in Biology, Chemistry and Physics. Instead of a double grade from Combined Science they will receive three grades, independent of each other, in each subject. The content is the same as for Combined Science with additional more in-depth content (refer to the Combined Science page also). Pupils often ask if they need to take Triple Science for a particular course or career. The answer is no you do not. Combined Science is sufficient for any career or course and some schools do not offer Triple Science.

The primary purpose of Triple Science is to more fully prepare and develop the skills and knowledge of pupils intending to study A Level Sciences. This would mean pupils who are likely to able to gain a grade 6, prepared for 13 hours per fortnight in Science, already maturely revise for several hours for each topic test, do extra work to improve their knowledge (such as reading science books and news or watching documentaries) and are considering a career that requires A Level science skills (see below). Work will be differentiated for different abilities but will stretch to higher tier (and beyond) at Grade 8/9 level so strong maths and English skills are also advisable. Please do not choose Triple Science if you are not passionate about science and prepared to work very hard. Please do see Mr Jackson if you are unsure whether this is for you!

COURSE ASSESSMENT

The final assessment for the course will be through 100% examination. This is formed of six 100-mark papers which will have a normal time of 1 hour and 45 minutes. There are two papers for each of the subjects within science, with the one paper for the first half of the content and one for the second half.

Compulsory practical's set by the exam board will also be examined within these examination papers (although we believe in a practical approach which will by far exceed the compulsory minimum).

We will assess pupils with tests after each topic as well as with mock papers throughout the course, combined with extended writing assessments.

SUBJECT CONTENT

The additional content beyond Combined Science includes:

Biology: Culturing microorganisms, monoclonal antibodies, plant diseases, plant hormones, the kidneys, the eye, temperature regulation, DNA and mutations, the work of Mendel, proteins, speciation, Darwin and Wallace (evolution), food security and technology.

Chemistry: Transition metals, nanoparticles, yield, atom economy, calculating amounts of substances, reaction volumes, fuel cells, hydrocarbon compounds (natural and artificial), ion testing, spectroscopy, advanced materials, Haber process.

Physics: Wasted energy, static electricity, gas pressure, background radiation, uses of radioactive substances , momentum, moments, levers and gears, emission and absorption of EM radiation, reflection of light, lenses, sound waves, loudspeakers, motors, the generator effect, the Solar system, star life cycles, formation of elements, red -shift.

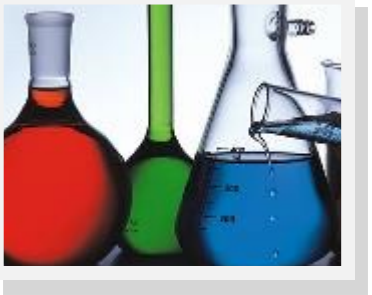
COURSE PROGRESSION

The main purpose for choosing this course should be to develop skills and knowledge ready for A Level sciences. With good A Level grades pupils can then look at degree level courses at University (have a look at the UCAS website) or sandwich placements through employers (try eef.org.uk) that allow study at that level. There are also a variety of jobs (such as lab technician work) and training in more specific areas.

CAREER OPPORTUNITIES

A Level sciences are relevant to a variety of careers but are particularly essential for studying medicine, veterinary science and dentistry which are likely to require very high grades (presumed to be 7+ with the new grade system). Other relevant careers may be engineering and scientific research.

There are also links to a variety of careers at all levels and in most sectors as well as a demand for science teachers.



French

Qualification	Examination Board	Specification Code
GCSE	EDEXCEL	1FR0

COURSE OVERVIEW

All pupils have the opportunity to follow French GCSE at KS4. The work undertaken at KS4 forms a natural progression from KS3, covering the same skills of speaking, listening, reading, writing and translating.
Success in French shows that you have a range of qualities; resilience, confidence, problem solving, the ability to communicate. This can lead to a wide range of careers. The skills acquired apply in a variety of contexts.
Speaking a foreign language enhances your experience of travelling abroad and gives you a significant advantage over people who can only communicate in English.

COURSE ASSESSMENT

There are two tiers of assessment.

The course leads to three exams: listening, reading and writing which take place in May of Year 11.

The speaking exam consists of a 10-12 minute recorded interview with your teacher.

SUBJECT CONTENT

We cover the following themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- The International and global dimension

These themes are explored through a variety of learning experiences and activities; individual, pair and group work.

COURSE PROGRESSION

A GCSE in French is necessary if you want to study French A level.
A GCSE in French is very desirable as an entry requirement for many universities as not many people currently study a language. It can also lead to opportunities to live and work abroad.
There are opportunities to continue studying French alongside many other subjects at degree level, such as Law with French, Psychology and French.

CAREER OPPORTUNITIES

Many businesses local, national and international will have links with a French speaking country or will want to make links abroad to compete in the global market, particularly in the wake of the Brexit. A recent survey showed that 74% of employers would give priority to a candidate with some language ability. Additionally they view linguists as hard working, intelligent and dedicated. Graduates with language skills generally earn more than those without. See www.routesintolanguages.ac.uk

Computer Science

Qualification	Examination Board	Specification Code
GCSE	OCR	J277

COURSE OVERVIEW

GCSE Computer Science explores the principles of digital technology and the way of working that is called 'computational thinking'. Computer Science is in demand and it is the latest qualification which is of enormous importance to the economy. It teaches students how to code, and how to create their own programs; not just how to work a computer; but how a computer works, and how to make it work for you. Creators of mobile apps, Facebook, Google, and Twitter all have skills in Computer Science.

You will find it a fun and interesting way to develop these important skills that can transferred to other subjects and perhaps more importantly applied in day-to-day life.

COURSE ASSESSMENT

Component 01 – Computer Systems.
1½ hour written exam worth 50%

Component 02 – Computational Thinking, Algorithms and Programming.
1½ hour written exam worth 50%

You can achieve a Level 9-1 in this course.

SUBJECT CONTENT

In this course you will understand how computers work, computer hardware & software, networking and computer programming languages. You will also learn how to create simple computer programmes using programming languages.

COURSE PROGRESSION

Pupils who choose to study this subject can go on to study either GCE Computer Science or other ICT related qualifications. These subjects offer highly demanding and exciting opportunities which would enable you to study Computer Science further at degree level in University.

CAREER OPPORTUNITIES

Choosing to study this subject could lead to a career in the computer industry such as system developer, mobile apps designer, computer gaming, programmer, technician, computer analyst, software engineer, software tester, technician and network manager. You could even go on to work for Google, Microsoft or Apple!

ICT - Creative iMedia

Qualification	Examination Board	Specification Code
CREATIVE iMEDIA LEVEL 2	**OCR**	**J817**

COURSE OVERVIEW

ICT – Creative Media are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. This is important as ICT is used in almost every job whether you realise it or not!

You will learn a large range of exciting pieces of software which are widely used in the media industry. Remember ICT is always changing and evolving and who knows what the next 5 years will bring! ICT will equip you with skills for life.

COURSE ASSESSMENT

Unit R081 Pre-Production Skills:
1 hour 15-minute written paper

Unit R082 Creating Digital Graphics:
10 hour Controlled Assessment

Unit R085 Creating a Multipage Website:
10 hour Controlled Assessment

Unit R088 Creating a Digital Sound:
10 hour Controlled Assessment
You can achieve a grade: Distinction* - Pass

SUBJECT CONTENT

Choosing this course will provide you with opportunities to link education and the world of work in engaging and practical ways. It will also enable you to gain the practical skills, knowledge and understanding to design, make and review:

- Digital Graphics
- Digital Sound
- Multipage Websites

COURSE PROGRESSION

ICT Creative Media will provide you with the opportunity to progress to either academic or more specialised vocational courses.

CAREER OPPORTUNITIES

By choosing to study this subject it could lead to a career within the ICT and Media industry such as computer animation, computer graphics, computer design, multimedia design and production, website development, 3D modelling, ICT consultant, help desk operator, technician, teaching plus many more!

Music

Qualification	Examination Board	Specification Code
GCSE	OCR	OCR

COURSE OVERVIEW

Music GCSE is a great course which is designed to bring together all aspects of music—performing, composing and listening. Over the two year course you will study a wide range of different styles of music and understand about their cultural features as well as their musical features. This will be taught through a combination of performing, appraising and composing.

YOU DO NOT NEED TO BE HAVING LESSONS ON AN INSTRUMENT TO BE ABLE TO TAKE GCSE MUSIC—although it helps! As long as you are committed to practicing an instrument in your spare time (in school or at home) then you can begin to learn one at the start of the course and still achieve very high marks. Really you need to be able to play basic tunes two hands together on the keyboard or sing in tune with the radio— skills can be built up from this for you to be able to succeed.

You need to do two performances (only in front of the teacher) and write two pieces of music (composing). You will be taught all of the skills you need to succeed in composition so don't worry if you haven't done much of this before!

COURSE ASSESSMENT

The course is assessed in three units;

Unit 1	* One performance * One composition	15% 15%
Unit 2	* One group performance * One composition to a set brief (given by the board)	15% 15%
Unit 3	* Listening Exam—*Marked externally and taken in the summer of year 11*	40%

All of Units 1&2 are marked internally and sent away to be moderated. The listening exam tests knowledge of AoS 2,3,4 &5 of the subject content.

SUBJECT CONTENT

You study 5 different areas of music through performing, composing and listening.

AoS 1 - My Music - Perform on a chosen instrument and write a piece of music for it

AoS 2 - The Concerto Through Time - You learn about the concerto and how it changed from the Baroque through to the Romantic Era

AoS 3 - Rhythms of the World - You learn about music such as Samba, Calypso and African

AoS 4 - Film Music - You learn about music written for film and video games, thinking about how composers create different moods through music

AoS 5 - Conventions of Pop - You learn about music from the 1950s to present day. Inc; Rock'n'roll, rock anthems, pop ballads and solo artists

COURSE PROGRESSION

GCSE Music can lead to wide range of different courses including;

- A-Level Music
- A-Level Music Technology
- BTEC Level 3—This could be in Music Performance, Performing Arts, Music Technology etc.

CAREER OPPORTUNITIES

- Music Teacher - In a school or as a private, peripatetic teacher
- Performer - as a soloist, in a band, in an orchestra or stage productions
- Composer - compose music for films, adverts or just for music sake!
- Music Technician - working behind the scenes in music technology or sound engineering

Music requires a huge range of different skills and so employers see it as an excellent qualification to have even if you aren't going on to have a career in music!

Art and Design: Art, Craft & Design

Qualification	Examination Board	Specification Code
GCSE	AQA	8201

COURSE OVERVIEW

In this course you will gain a GCSE in Art & Design: Fine Art. The course is made up of a controlled assessment portfolio and an external set examination project. The portfolio contributes 60% and the exam 40% of the final mark.

PORTFOLIO

You will begin working on portfolio work straight away in Year 10. You will complete 4 assignments during the course, with your strongest work being submitted for final assessment. Your portfolio will consist of work from at least two areas from Fine Art, Graphic Communications, Photography, 3D Design, Craft and Textiles.

EXTERNALLY SET TASK

You will be asked to choose from a selection of different starting points for an exam project. You will have approximately 10 weeks to produce preparation work towards a final piece. You will have 10 hours to produce your final exam piece.

COURSE ASSESSMENT

Your work will be assessed against four assessment objectives;

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

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

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

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

SUBJECT CONTENT

Each project should include research into artworks and artists, development of your own ideas, experiments with range of materials and techniques, drawings, photography and observations, and a final outcome.

You will be encouraged to develop your projects in an individual way. At first themes will be set by your teacher, but later you will make your own choice from a range of starting points.

You will be set research and written tasks as well as drawing tasks for homework.

COURSE PROGRESSION

A GCSE in Art & Design can lead on to a variety of further education courses. Local colleges offer A Levels and BTEC qualifications in Fine Art, Film & TV Design, Lens & Light-based Image, Photography, Theatre Arts, Visual Communication, Graphic Design & Advertising Animation, 3D Design, Product Design, Fashion & Textiles.

CAREER OPPORTUNITIES

Architecture, Design engineering, Visual Communication, TV, Film and Animation, Special Effects, New media, Web Design, Interactive Media, Games Design, Photography, Videography Graphic Design, Textile Design, Fashion Design, Jewellery Design, Furniture Design, Product Design, Theatre and exhibition design, Museum and Gallery work, Art Conservation, and much much more.

Art and Design: Graphic Communication

Qualification	Examination Board	Specification Code
GCSE	OCR	J172

COURSE OVERVIEW

In this course you will gain a GCSE in Art & Design: Graphic Communication. The course is made up of a controlled assessment portfolio and an external set examination project. The portfolio contributes 60% and the exam 40% of the final mark.

This GCSE is designed to bring Art and Design to life and to help you develop your artistic skills and expand your creativity, imagination and independence. What's more, the possibilities for personal expression are endless. We want this to be an inspiring GCSE that will encourage you to consider a wide range of approaches to expressing yourself through different materials, media and techniques. You'll also develop an understanding of the different roles, audiences and consumers for design. You'll experience different work practices and look at relevant processes and equipment too. This course will enable you to develop your ideas into final products which are seen and used in everyday life such as advertising and packaging.

COURSE ASSESSMENT

Portfolio 60% -You will complete a range of work during the course, from a range of starting points, with your strongest work being submitted for final assessment. You will be encouraged to develop your projects in an individual way.

Externally set task 40%-You will be asked to choose from a selection of different starting points for an exam project. You will have approximately 10 weeks to produce preparation work towards a final piece. You will have 10 hours to produce your final exam piece.

SUBJECT CONTENT

Advertising

Communication graphics

Package design

Typography

Drawing skills

Corporate identity, branding and logos

Individual choice to develop work using ICT , illustration, photography and 3D.

COURSE PROGRESSION

The course is good preparation for progression to A Level in Art and Design: Graphic Communication or a suitable college/ vocational course. Which in turn lead onto university degrees, all of which work towards a range of careers in new media, advertising, design, games development, CAD Design, packaging design and more.

CAREER OPPORTUNITIES

Design, such as Illustration, Graphic designer, Design engineering, Visual Communication, Product Design , Photography, Typography, Magazine design, Packaging designer, TV, Film and Animation.

New media, such as Web design, interactive media and games design and many more.

Design & Technology: Textiles

Qualification	Examination Board	Specification Code
GCSE	OCR	J174

COURSE OVERVIEW

In this hands on course, you will gain a GCSE in Design and Technology. This course is made up of a Non-Examined Assessment (50%) and a written exam (50%). During the NEA you will choose your challenge from a range of three contextual challenges and will then design and create a prototype. This Design and Technology GCSE has a focus on Textiles and will look at the following areas:

- Design and Technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials
- Fibres & textiles

COURSE ASSESSMENT

Component 1: Design and Technology in the 21st Century Written examination:
2 hour exam — 50% of qualification
- Fashion and textiles

Component 2: Design and make task Non-exam assessment: Approximately 35 hours — 50% of qualification
A sustained design and make task, you will:
- Identify, investigate, analyse and outline design possibilities
- Design and make prototypes and evaluate their fitness for purpose

SUBJECT CONTENT

During this course you will work creatively when designing and making and apply technical and practical expertise, in order to:
- Demonstrate your understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- Develop realistic design proposals
- Use imagination, experimentation and combine ideas when designing
- Develop the skills to critique and refine your own ideas whilst designing and making
- Communicate your design ideas and decisions using different media and techniques
- Develop decision making skills
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- Be ambitious and open to explore and take design risks
- Consider the costs, commercial viability and marketing of products
- Demonstrate safe working practices

COURSE PROGRESSION

A GCSE in D&T Textiles can lead on to a variety of further education courses. Local colleges offer A Levels and BTEC qualifications in Fine Art, Film & TV Design, Lens & Light-based Image, Photography, Theatre Arts, Visual Communication, Graphic Design & Advertising Animation, 3D Design, Product Design, Fashion & Textiles.

CAREER OPPORTUNITIES

Opportunities to work in fashion and textiles in design, manufacturing, retail and media include a wide range of jobs. Pupil should have an awareness of at least one of the following roles, including the work involved and skills and qualifications required:
- Fashion designer
- Pattern designer and grader
- Interior designer
- Fashion buyer or visual merchandiser
- Fashion journalist
- Fashion illustrator or photographer
- Fashion Blogger

Dance

Qualification	Examination Board	Specification Code
BTEC LEVEL 2 TECHNICAL AWARD	**EDEXCEL**	**PERFORMING ARTS (DANCE)**

COURSE OVERVIEW

Btec Dance is a fun and exciting course where pupils gain the opportunity to develop their dance skills in a range of dance styles. This qualification is equivalent to 1 GCSE at grade 1-9, dependent on pupil's experience and development. The course contains a large amount of dance practical, coursework and controlled assessment. Due to the practical aspect of the course, pupil's need to have a passion and interest in Dance and be prepared to take part in dance outside of lessons and in school, related performances and productions.

COURSE ASSESSMENT

You will be working towards either a **PASS, MERIT or DISTINCTION** grade on each unit and they add together to give you a final grade of 1-9. The assignments in the course clearly set out and are largely practically performance based. It is an advantage if you have some dance experience, however, all of the teaching you need will be provided and so the course is available for all experience levels providing you have a passion for the subject.
It is essential that pupils commit to taking part in shows.

SUBJECT CONTENT

The qualification at 1 GCSE consists of **2 core units** plus **1 mandatory units**

CORE
Individual showcase (solo auditions that are externally assessed)
Preparation, Performance and Production (live performance)

MANDATORY
Dance skills (development and performance in 2 styles of dance)

COURSE PROGRESSION

The course could be continued at college/further education as there is a Btec Level 3 Award available and A-Levels.
Experience and skills could be furthered developed at University in the form of a BA Degree in Dance, Performing Arts or Movement.

CAREER OPPORTUNITIES

- Dance performer
- Industry member
- Dance teacher
- PE teacher
- Performing Arts professional

Sport

Qualification	Examination Board	Specification Code
OCR Cambridge National	**OCR**	**J813**

COURSE OVERVIEW

The Cambridge Nationals in Sport Studies encompasses core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry. Sport qualifications offer learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation are all transferable skills which can be learned and assessed through these qualifications and utilised in many other educational and employment settings.

COURSE ASSESSMENT

You will be working towards either a **PASS, MERIT or DISTINCTION** grade in each of the 4 topic areas. Each unit of work has a set criteria that you will be required to meet to gain each grade. The overall mark for each unit of work is then added together to create a course total amount. This is converted to an overall grade.

SUBJECT CONTENT

R051: Contemporary issues in sport—an examined unit where pupils learn about a range of issues in sport, such as participation and barriers.

R052: Developing sports skills - a largely practical unit where pupils are assessed on their skills in a team sport and an individual sport, as well as learning how to officiate and improve others performances.

R053: Sports leadership—where students develop their leadership skills and are assessed on their leading of sports sessions

R055: Working in the sports industry— where students explore the range of career opportunities in sport.

COURSE PROGRESSION

Pupils that gain a qualification at Level 2 in OCR Sport will then be able to move onto a any Level 3 OCR Sport course at college. This is equivalent to A Levels. As well as this, pupils will be able to study A-Level PE or Sport as well as BTEC Technical Awards in sport and any other related topics such as; Sports Coaching and Fitness Coaching. This can then be used as a platform to move on to a Batchelor degree in; Sport Science, Sport Studies, Physiotherapy, Sports Psychology, Physical Education or, Sports Coaching.

CAREER OPPORTUNITIES

This may be the course for you if you a are interested in a sports based career or Further Education in Sport, to include;

- Sports Coach/fitness coach
- PE teacher
- Physiotherapist
- Sports Psychologists
- Personal Trainer
- Sports Journalism

And many more….

Food Preparation and Nutrition

Qualification	Examination Board	Specification Code
GCSE	OCR	J309

COURSE OVERVIEW

GCSE Food Preparation and Nutrition is a practical based, hands on course which focuses on nurturing your practical cookery skills to give you a strong understanding of nutrition and food science. This course will develop a greater understanding of nutrition, food provenance and the working characteristics of food materials.

The course aims to provide and insight into food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from and the challenges surrounding food security. It provides the opportunity to master culinary skills and appreciate the science behind food and cooking. The course follows the OCR exam board specification and scheme of work. OCR have developed parts of the course with Heston Blumenthal.

Please note that pupils studying Food Preparation and Nutrition will be expected to organise and provide ingredients independently at home ready for their lessons. This includes all dishes required by the course and may include food that the pupils do not wish to eat afterwards. Pupils are not permitted to opt-out of dishes they do not like. (If cost of food is an issue please feel free to discuss this with us).

COURSE ASSESSMENT

The course is assessed in two ways:

A 1.5 hour written examination at the end of the course. This is worth 50% of the final grade.

A food investigation task and a food preparation assessment. This is worth 50% of the final grade.

Ongoing classwork will include a range of practical assessments as well as tests on theoretical knowledge using exam-style questions.

SUBJECT CONTENT

There are four components to the course:

Nutrition: the link between diet and health.

Food provenance and food choice: food availability, processes, choice of diet and health.

Cooking and food preparation: functional and nutritional properties, sensory qualities and microbiological food safety considerations.

Skill requirements: preparation and cooking techniques: safe and effective planning, preparation and cooking of various foods - both British and international.

COURSE PROGRESSION

The course combines the practical and theoretical elements of the study of food. This means that pupils will be prepared to continue their studies through a variety of courses available at Level 2 or 3 and beyond. Courses with links include food, catering and hospitality. Apprenticeships offer a possible route as well as the more traditional college courses.

CAREER OPPORTUNITIES

FPN provides an excellent grounding in practical food skills and nutrition. Opportunities may include jobs in food manufacture such as product development and marketing as well as quality control jobs in health and safety such as environmental health work, nutrition and dietetics. The course could also lead to a whole host of careers in the hospitality industry.

Health and Social Care

Qualification	Examination Board	Specification Code
Cambridge National Award	**OCR**	82369/ J801

COURSE OVERVIEW

The Cambridge National Award can help you take your first steps towards a career caring for people and communities. You'll learn the essential skills needed to support people with a wide range of needs, from babies and toddlers to adults and the elderly.

Students will undertake studies across four main areas; Understanding Lifestages, Communication in Health and Social care and early years settings, First Aid and Care Values in Health and Social Care.

Students are required to work hard in all lessons to keep up with the on-going assessment which takes place in every lesson. Students enjoy the independent nature of the course and also working to their own ability on each task to reach their full potential.

COURSE ASSESSMENT

75% coursework
25% external exam

Students are assessed across 4 units of work. 3 units (75%) are assessed through a series of coursework tasks and the other unit (25%) is assessed by an external exam. Coursework tasks are tiered (pass, merit, distinction) so that students can work to their own academic level and achieve their full potential.

SUBJECT CONTENT

In Understanding Lifestages, students will learn about how we develop from when we are babies until old age. They will consider the physical, intellectual, emotional and social factors that affect this development in a positive/negative way.

In Communication in Health and Social Care and early years setting, students will learn about how different people communicate and how to communicate effectively.

In First Aid, students will learn about how to make areas safe, when and how to seek additional medical support, how to identify a range of injuries and their severity and be able to apply basic practical first aid techniques.

In Care Values in Health and Social Care students learn about the key values that workers in Health and Social care need to follow to ensure every patient is treated with respect, dignity and care.

COURSE PROGRESSION

Gaining a pass (grade C) or above in Health and Social Care would count towards a college course that required you to achieve 5 GCSE's at grade C. By studying a Cambridge National Award, students could progress to do a **Level 3 BTEC National** in Health and Social Care or an **A-Level** in Health and Social Care. The skills and content studied could also be transferred to a range of other subjects at college including childcare, early years studies and public services.

CAREER OPPORTUNITIES

Nursery worker
Hospital/Doctor's receptionist
Doctor/Paramedic
Nurse/Midwife
Hospital play therapist
Physiotherapist
Dietician
Social worker
Occupational therapist
Pharmacist
Radiographer
Speech and language therapist
And many more……

Drama

Qualification	Examination Board	Specification Code
GCSE	**AQA**	8261

COURSE OVERVIEW

Drama GCSE is a course which is designed to test your understanding of creating character, story and theme through performance. Over the two year course you will study a range of theatre practitioners, theories and styles. This will be taught through a combination of book-learning and practical exploration. The course is challenging! You are required to have a high level of literacy and be able to approach analytical and critical writing in the same way that you will in GCSE English. You will be expected to have an understanding an experience of practical Drama from either outside of school or from school productions such as Hairspray or Annie. You will also need to be committed to after school and lunchtime study and rehearsal sessions on a regular basis. There is a requirement for you to experience and study live theatre which means you will be required to attend theatre performances outside of school time, sometimes at the weekend.

COURSE ASSESSMENT

Component 1
Understanding Drama
40% of GCSE total
Exam 1hour 45 Minutes
Component 2
Devising Drama
40% of GCSE total
Devising Log (60 Marks)
Devised Performance (20 Marks)
Component 3
Texts in Practice
20% of GCSE total
Performance of two extracts from plays

SUBJECT CONTENT

Social, cultural and historical contexts- You will be taught to understand the impact and importance of context on text and performance.

How meaning is interpreted and created- You will explore theatre styles, devices and conventions in professional theatre.

Drama and theatre terminology and how to use it appropriately- You will be taught theatre terminology and how to use it appropriately when writing about texts and performance.

The roles and responsibilities of theatre makers in contemporary practice-

COURSE PROGRESSION

With GCSE Drama, you will be able to progress to studying A-level Drama or a higher level BTEC in Performing Arts. From then you can progress to a Higher Education course and study Drama or Acting BA(Hons).

CAREER OPPORTUNITIES

Employers like GCSE Drama because it shows that applicant have confidence, interpersonal skills and the ability to work collaboratively as part of a team. You will also develop desirable critical thinking skills as well as a mature ability to communicate effectively.

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