

Highlands School



Key Stage 4 Curriculum & Options 2019



YEAR 8

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INTRODUCTION

Dear parents and carers,

Welcome to this introduction to our key stage 4 curriculum, which was described by Ofsted in our latest inspection in 2014 as “outstanding”.

Many of the subjects of the key stage 3 curriculum continue into key stage 4. Others become optional and new subjects are also offered, all of which allow excellent progression routes to further and higher study.

Please keep this booklet for reference throughout your child’s time in Years 9, 10 & 11.

When I first set up a new options programme at Highlands, I met with governors, parents and students and asked them what advice they thought students should get in preparation for their options choices. This led to guidance in assemblies, tutor time, Citizenship lessons and the options evening – plus this booklet. The guidance begins at the end of this introduction with comments from Year 9, 10 & 11 students about how they found the options process and the start of their GCSE courses.

In the autumn term of 2018, we reviewed this curriculum to take account of changes to examinations since our last curriculum change in 2014 and to respond to feedback from students, parents, teachers and governors:

- Students would benefit from taking fewer of the new harder GCSEs
- Students should continue to study more subjects into Year 9 such as Geography, History and arts subjects to support further learning and support a better understanding of the world
- Students benefit from taking at least one GCSE or other examinations in Year 10 (this was seen as overwhelmingly positive in all the feedback).

Apart from allowing students to start their chosen subjects early, this approach has the added benefit of reducing the number of exams taken in Year 11 and spreading examination pressures across two years, whilst still leaving the majority of assessments until Year 11.

We now see Year 9 as a transition or foundation year which will prepare students for their examination courses in Years 10 and 11 whilst also retaining a good coverage of foundation subjects.

All students in Year 9 will now continue with the core subjects (English, Maths, Science) which, together with core PE, all run until the end of Year 11. Subjects which are also retained in the new transition year include Geography, History, Computer Science and either French or Spanish. Students will also get the choice of a Year 9 Arts subject to take over the year. This could be a subject students want to take in Year 10/11 or simply one they want to keep taking in Year 9. They will also take two optional subjects over Year 9 and 10, leading to GCSEs in each subject taken in the summer of Year 10. One of these will be either Citizenship or RE and the other may be a subject from Technology or from other subject areas. Students then take three options over Years 10 and 11. For the vast majority of students, one of these three will be a modern foreign language.

Students must indicate all of their preferences for all of these options, including those for Year 10/11, by the end of the half term holiday in February. However, they will be consulted again in the February of Year 9 and students will be able to change their choices for Year 10 – but only from within the subjects already planned for. Preference will be given to students whose request has not changed so please choose carefully!

The options now available in Years 10 and 11 have been extended to include the separate sciences and Computer Science which were previously run in core subject time. Hence students who take the separate sciences or Computer Science will have significantly more time to do so.

We are determined that students should continue to study a range of subjects to prevent them from narrowing their curriculum too far or ruling out further study at too young an age and we therefore have the following options policy:

We are maintaining our current policies regarding options:

- students will take French or Spanish unless we agree there is a **compelling** reason not to do so
- students will take one subject chosen from Art/Humanities/Technology unless we agree there is a **strong** reason not to do so
- students will take at least one English Baccalaureate subject through the options: ie French, Spanish, History, Geography, the separate sciences or Computer Science.

As you know, the new school year starts at the end of **June and not September**, so Year 8 students will begin their first GCSE course at the end of June this year. This is designed to maximise the time students spend on their chosen subjects and allow their next option choice to begin once the previous GCSE exam has been taken.

All subjects in the key stage 4 curriculum (apart from core P.E.) lead to an accredited qualification, whether it is a GCSE (General Certificate of Secondary Education), or the less familiar NCFE V Certs, BTEC, OCR National or ASDAN qualifications. The applicable qualification for each course is shown on the relevant subject information page. For more information about these different qualifications, please refer to the subject pages later in this booklet or speak to the appropriate subject specialist.

We will endeavour to accommodate all student choices in the year that they prefer, but this may not be possible for a variety of reasons. Consequently, we ask you to indicate reserve subject choices as well.

At the forthcoming Parents Evening and Options Evening, staff will be available to answer any questions you may have. Students should also talk to their form tutors and subject teachers before making their choices.

Curriculum Overview – Subjects studied in each year

Year 7 and 8

English, Maths, Science, MFL (French **or** Spanish), Computer Science, humanities (Geography and History), arts (Art, Dance, Drama and Music), technology (Food, Resistant Materials and Textiles), RE, Citizenship and core PE.

Year 9 continuity from Year 8

English, Maths, Science, MFL (French **or** Spanish), Computer Science, humanities (Geography and History), core PE.

Year 9 changes from Year 8

- Year 9 Arts (**one** from: Art Dance, Drama or Music)
- RE **or** Citizenship
- one option subject to be studied over Years 9 and 10.

Year 10 continuity from Year 9

English, Maths, Science, core PE, RE **or** Citizenship and one option subject.

Year 10 changes from Year 9

Three option subjects to be studied over Years 10 and 11 (one will be French or Spanish for most students).

Year 11 continuity from Year 10

English, Maths, Science, core PE and three option subjects continued from Year 10 (one option will be French or Spanish for most students).

Year 11 changes from Year 10

End of RE or Citizenship and first option.

Summary of Option Subjects

Year 9 Arts - one taken during Year 9. Not examined.

- Art
- Dance
- Drama
- Music

Citizenship or RS – taken as a Year 9/10 option

- Citizenship GCSE
- RS GCSE

Technology (often taken as a Year 9/10 option but may be taken as a Year 10/11 option)

- Child Development
- Food Preparation and Nutrition
- Hospitality and Catering
- D&T - Graphic Products
- D&T - Resistant Materials
- D&T – Textiles

English Baccalaureate Option (EBacc option)

- Languages (French or Spanish)
- Separate Sciences -counts as **one** option since students also study Science in the core
- Computer Science

Humanities

- Geography GCSE
- History GCSE
- BTEC Tech Award in Enterprise
- Economics GCSE – only available in Year 10/11
- Psychology AS – only available in Year 10/11

Arts plus...

- Art GCSE
- BTEC Tech Award in Digital Information Technology
- BTEC Tech Award in Creative Digital Media Production
- Dance GCSE
- Drama GCSE
- Media Studies GCSE
- Music GCSE
- PE GCSE

The English Baccalaureate and the new style GCSEs

The English Baccalaureate was introduced in 2011. Students are said to have achieved this if they achieve a grade C or above in English Language, Mathematics, 2 Science subjects, a Modern Foreign Language, and either Geography or History.

In 2015, the Secretary of State for Education announced that there is a national expectation that students will study the English Baccalaureate subjects. This means that at Highlands, we expect students to study these subjects, unless there are compelling reasons why that would not be appropriate. To give you some idea of what that means, at least 80% of Highlands's students will work towards the English Baccalaureate by studying these subjects.

The government has also made changes to GCSEs. There is now some more challenging content, more written examinations, very little coursework in any subject and numbers **9-1** have replaced the old **A* - G** grades, (**9** being the highest).

Changing subjects during the school year

Please note: In cases where we feel the student would benefit from a change in course, we are prepared to consider a request up to the end of **two weeks into the course**. Beyond this, they would have missed too much of any new course. It is important to note however, that because of the structure of the timetable and to ensure class sizes remain sensible, it is often not possible to change course in any case.

*This means that subject changes will **not** be considered from the start of September onwards.*

It is therefore of the utmost importance that you give your subject choice a great deal of thought.

Any such requests for a course change should be made through your Head of Year in the first instance. The final decision will be made by the Deputy Headteacher in charge of the curriculum.

Student Comments about Making Choices

Some advice from previous Year 9 Students

“Don’t just pick an option because you like one topic or term of work. Choose because you know you will enjoy it all the way through. Ask teachers for their advice on their subjects and ask their opinion too.”

“Don’t just pick a subject because of the teacher you have at the moment or whoever tells you about the subject. You are not guaranteed to get that teacher next year. Pick a subject that you are interested in because you’ll get on well and do better.”

“Don’t pick a subject just because your friends do. You are not guaranteed to be in their class.”

“Make sure you know what is in the course e.g. you may like History but the course is on 1900 onwards, you might not like studying that time period.”

Some comments from older students

“Make sure you know about the percentages of the course that are controlled assessment and exams to figure out what best suits you – e.g. whether you are better in exams or coursework. It would be ideal to be shown exemplar coursework pieces in order to see what standard you need to work at. Don’t just pick something that is respected or considered important: if you don’t think you will enjoy a subject, then don’t pick it.”

“Overall my experience of choosing my options was very positive. I think that this is because I had support at home and my siblings had already been through this experience.”

“I chose subjects that I excelled in from my earliest years. I feel now that this was the right thing to do for me because even now I remember a lot from Year 7. All your school years count and when you choose your options you need to be guided by your past and you need to plan for your future.”

“I didn’t have a clue what to pick for my options. I didn’t know whether to pick something I liked or something that I would use in a later career. In the end I chose subjects that I liked and some I could still use and were useful later on in life. I think the best thing to do is pick something that you would enjoy and would find easier and if you are confused, ask teachers for reassurance. Everyone was very helpful and able to help me decide on my subjects.”

“Choosing my options was very easy for me as I already knew what subjects I wanted to do for my GCSE’s. I only had a problem with picking one of my subjects, but after talking to the teachers I chose the one that was best for me and I don’t regret taking it. The teachers were very supportive. They explained everything to me and reassured me. When I gave in my option slip I was quite worried that I would not get my first choices, but I did and so did everyone else I know.

Having to choose your options means that you get mixed with different people in different houses and may not always be in the same classes as your friends. I was quite scared about this at first, but I have made lots of new friends in Year 9 and I still get to see all of my friends at break and lunch time. I am really happy with the subjects I have picked and I hope I will reach my full potential in my GCSEs.”

“When it came to choosing my options I found it very difficult as I had no idea what career I wanted to go into. I spoke to many teachers and to my parents who helped me decide what to pick, but at the end of the day it was my choice. In the end I went with the subjects I enjoyed most and that I was good at. I was worried when I handed in my options form just in case I didn’t get all my first choices, but I found out I got them all in the end and was even with my friends. Everyone around me offered their full support and the options process was really easy and simple.”

“When I first thought about my options I was very apprehensive. There were so many different subjects to choose from, I was worried that I would choose the wrong one. I spent heaps of time thinking about what I wanted to choose; reading and re-reading the booklet, each subject sounded so appealing. At parents evening all of my teachers wanted me to choose their subject; I didn’t want to disappoint anyone. I found it helpful to talk to lots of people such as my parents, who helped me tremendously and my prospective teachers, who gave me ideas about their subject; but in the end it was my decision. Everyone in school was really helpful; all I had to do was ask. In the end I chose the subjects I wanted (my first choice) and finally decided on my second choices too. Then, after a while, I found out I had got all of my first choices; I was even in some classes with my friends! Now a term has passed and I feel fully settled in to my classes. The options process was really easy and simple and everyone around me offered their full support.”

Highlands School Sixth Form

It may seem a little way ahead but it is worth spending some time now considering the options you will have after Year 11.

Staying on to join the Sixth Form at Highlands is by far the most popular route for our students who meet the entry requirements. A much smaller proportion apply for vocational courses at local colleges of Further Education, such as CONEL, Barnet or Hertford Regional.

At Highlands we currently offer a wide range of A Level subjects as well as Level 3 BTECs. Typically students take 3 A Level subjects in Years 12 and 13 but many take BTEC courses instead. BTEC courses allow you to specialise in a subject of a more practical nature (we currently offer BTEC Media, PE and Business courses). The BTEC courses are equivalent to achieving 3 passes at A Level and students get excellent results – frequently getting some of the best results in the school.

Choosing your GCSEs and progressing to the Sixth Form

Your choice of GCSEs is important because they will determine the future direction you take in the Sixth Form. All students are recommended to take a balanced programme across Years 9 to 11 and this will include at least one humanity subject, with Geography and History favoured by many universities. Opting to study one practical subject (such as a Technology subject, Art or Drama) shows a diversity of skills that any university would also welcome. It does not matter in which year you complete a GCSE, whether this happens in Year 10 or Year 11, you will be able to progress to A Levels in the Sixth Form. If you have had a break in studying a subject because you passed the GCSE early, you should expect to spend some time reviewing the GCSE material before the A Level course begins.

Entry Requirements *(subject to change)*

For A Levels:

A minimum of SIX subjects at Grade 5+ with at least THREE Grade 6+ at GCSE
including Maths (grade 5) and English (grade 5)
and a grade 6 in each of the subjects to be studied at A Level.

For BTEC:

A minimum of SIX subjects at Grade 4+ with at least THREE Grade 4+ at GCSE
including Maths (grade 4) and English (grade 4)

For further information on the Sixth Form please speak to Ms Husseyn or visit the Sixth Form area on the school website.

Careers at Highlands

Careers information, education and guidance are an essential part of every student's learning within Highlands School. It aims to prepare students for the opportunities, responsibilities and experiences beyond school in adult life. The purpose of Careers Education is to promote self-awareness, enabling students to make informed educational, vocational and training choices.

Through both Citizenship and tutorial sessions, a programme of activities introduces students to the world of further education and work. Amongst other things, students are given experience of CV writing, applying for college or work and interview skills. Key features are exercises which increase self-awareness and which explore different areas of employment.

Students are introduced to an on-line Careers Guidance tool which helps to match possible careers with their interests and abilities as well as providing access to detailed information on their chosen career path. Students can access this both at school and at home by visiting www.careerssoft.co.uk/sign-in. The password to access this package will be distributed to all students during the Preparing for Options sessions and is also available from the Careers Office.

Work Related Learning allows students the opportunity for learning through work, about work and for work. This is delivered through the curriculum as well as through students taking part in special events such as Work Experience, careers talks and taster days.

A series of events including Higher Education fairs are arranged to promote Higher Education to all and encourage students to *Aim Higher* and fulfil their potential.

Careers Advice and Guidance at Highlands is delivered in partnership with the Enfield Careers Service – the local authority funded support service for young people. Our Careers Advisor is Sandra Brown and she is in school two days a week in the Careers Office. Sandra is available to help support students in accessing a variety of agencies and sources of information to help them make the right decisions about education, career and life choices.

Careers Guidance Interviews to support students make the right choices are open to all. These are delivered by Sandra or myself. Students should visit the Careers Office – Room AD8, during break or lunch to make an appointment or if they require any more information on careers or subject choices.

Mrs Laurenzi

Work Related Learning Manager

Careers Service FAQ's

Who is the Enfield Careers Service Advisor for Highlands School?

Sandra Brown

Where is she based?

In the Careers Office – Room AD8 (located in the staff room) on Thursdays and Fridays.

Who is the Careers Leader?

Mrs Laurenzi heads up the Careers Office and can help you with any questions you may have or information you may need.

When can I visit the Careers Office?

Any day at break, lunchtime or before or after school.

How do I make an appointment?

We will try and answer any questions you may have straight away or tell you where to find the information you need. However, if you require detailed support we can make an appointment for you when you visit the Careers Office.

Where is the Careers Resource Centre?

We have a small careers library in the Careers Office. The library contains information about different careers, university and college prospectuses, books and leaflets to help you make choices as well as information on CV writing, interview skills that you may need as you get older. In addition, further information can be found by visiting the Careers Advice page on Frog.

What is the purpose of a careers guidance interview?

A guidance interview is tailored to the needs of the individual. The adviser will have a discussion with you to help you explore ideas, identify your interests, set goals and suggest activities to help you achieve them. The adviser is not there to tell you what you should do or make a decision for you. They are able to provide you with information so you understand all the options open to you, for you to undertake further research and make your own decisions about your future.

Where do I go if I know what career I want but need to find out more about it?

As well as your teachers and the Careers staff, detailed information on a wide range of careers is available on <https://nationalcareersservice.direct.gov.uk> - jobs are grouped into job families so that you can look at jobs that you are interested in and some that are related to your interests but that you may not have known exist. This also contains links to the websites of other organisations that can provide information on your chosen career field.

Important Dates for Option Choices

We would like to invite parents and students to attend the following events which should help you to make informed choices:

Curriculum & Options Evening

Thursday 7 February 2019

This is an opportunity to seek clarification and to have your questions answered relating to the key stage 4 curriculum and Option choices. Faculty subject staff will be available to answer any specific questions you may have.

Year 8 Parents' Evening

Wednesday 13 February 2019

Please make appointments to discuss your child's progress with his or her subject teachers and to discuss his or her suitability for different courses.

After seeing subject teachers you will be seen by an experienced teacher who will go through your option choices with you and complete the options form with you.

Option Choices

- Option choices will be made on a paper form (you can see a copy on the next page), which will be completed with you after the Year 8 Parents Evening.
- If you have any problems then please email me at: FeldmanD@Highlands.Enfield.sch.uk

Highlands Year 8 Options form 2019

Form: _____

Name: _____

- 1. Year 9 Arts - one** taken during Year 9 only. Not an exam course.

First choice – tick one	Second choice – tick one
<input type="checkbox"/> Art	<input type="checkbox"/> Art
<input type="checkbox"/> Dance	<input type="checkbox"/> Dance
<input type="checkbox"/> Drama	<input type="checkbox"/> Drama
<input type="checkbox"/> Music	<input type="checkbox"/> Music

- 2. Citizenship or RS** – taken as a Year 9/10 option.

Tick one
<input type="checkbox"/> Citizenship GCSE
<input type="checkbox"/> RS GCSE
<input type="checkbox"/> Don't Mind

- 3. Languages** – what do you do now?

Tick one
<input type="checkbox"/> French
<input type="checkbox"/> Spanish
<input type="checkbox"/> Go to Learning Support
<input type="checkbox"/> Go to Hearing Impaired Base

Please turn over for the main option choices.....

4. **Main options and reserves.** Tick one box in each column. Subjects are GCSEs unless indicated. You **may not** get the year of choice for your options.

	Year 9/10 option 1	Year 10/11 option 2	Year 10/11 option 3	Year 10/11 option 4	Reserve
Technology subjects (most students will pick one)					
Child Development OCR National	N/A				
Food Preparation and Nutrition					
Hospitality and Catering WJEC					
D&T - Graphic Products					
D&T - Resistant Materials					
D&T – Textiles					
Humanities subjects (most students will pick one)					
Geography	Choose History or Geography in the EBacc box below				
History					
Enterprise BTEC					
Economics	N/A				
Psychology AS	N/A				
Arts plus...					
Fine Art					
Drama					
Dance					
Digital Information Technology BTEC					
Digital Media Production BTEC					
Media Studies					
Music					
PE					
English Baccalaureate Options (at least one should be chosen)					
Geography					
History					
Language (French or Spanish)	N/A				
Separate Sciences	N/A				
Computer Science	N/A				

5. I would like to request to **not** take a Humanities/ Arts/ Technology/ Language/ English Baccalaureate subject (delete as appropriate) because...

Options FAQs

How many subjects can I choose?

You must choose a Foundation Arts subject (which is not examined). You must choose two option subjects for Year 9 and Year 10 and another three for Year 11 – and you must choose a reserve.

Why are some choices only available to Year 10/11? Why are they in this booklet?

Some subjects are only open to Year 10/11 students because we want you to show you have the necessary ability (e.g. AS level Psychology). However we still want you to know about them so you can choose them either now or in the future. So you need to keep this booklet for reference throughout the whole of key stage 4.

Do I have to take a Humanities subject and a Technology subject and an Arts subject?

We expect the majority of students to follow a broad, balanced curriculum which will include taking one of each. However there will be compelling reasons for some students to take two subjects from one Faculty and you will need to give your reasons in writing to Mr Feldman on the Options form.

Where is the time coming from for me to study 2 whole GCSEs over Year 9 and 10?

You stop taking some subjects such as Food Technology and reduce the time allocated to others such as the Arts subjects (unless they are your chosen options subjects!).

Are all students mature enough to take a GCSE in Year 10?

Our results show that students develop the skills they need and do as well in Year 10 as they later do in Year 11.

Should I do my favourite subject in Year 9/10 or wait until Year 10/ 11 so there will not be a gap between my GCSE and A level?

There is no evidence that a gap is a problem– but it is up to you and your family. Many people would say that you should follow the course that interests you now because you will do best if studying your favourite subject – and you might change your mind!

If I don't achieve the exam results I want in my option subject, will I be allowed to re-sit this same course the following year?

You won't be allowed to study the same option subject twice but you might be able to re-sit the exam if your family is willing to pay for it. Anyway – you won't need to because you will work hard enough the first time, won't you?!

Will I be able to get my best grade in Year 10? Yes!

Are there some subjects like History or Resistant Materials that I would not be able to get a good grade in Year 10?

No! Our results show that age is not important. We have had excellent results across all subjects and year groups – it is more about how hard you work!

How many GCSEs or other examination courses will I follow in Year 9, 10 & 11?

Ten in total: two in Year 10 and eight in Year 11. This reduces the pressure in Year 11 without overloading Year 10.

The Core Curriculum

Students continue to study all of the subjects in this section:

English

Mathematics

Science

Core P.E.

Citizenship or Religious Studies



The Core Curriculum

At Highlands School, we believe that students should continue with a broad set of core subjects to ensure they have a balanced curriculum no matter what optional subjects they choose to follow. Hence....

All students continue to study for GCSE examinations in English language & literature, mathematics and the Sciences until the end of Year 11. (The only exception to this would be the minority of students we believe would be unable to achieve a pass grade. In this case, students follow an alternative accredited course such as AQA Entry Level English or Maths.)

Students also continue to study Computer Science until the end of Year 9. There has recently been an increasing national emphasis on Computer Science.

Whilst Citizenship and Religious Studies courses do continue into Year 9, we will offer your child the chance to express a preference to follow either a course leading to a GCSE in Citizenship or to one in Religious Studies to be taken at the end of Year 10. This means that your child will stop explicitly taking the other one of these subjects - although the essential elements of both will continue to be taught through a mixture of form time, assemblies and through the content in common to both subjects.



English

English Language GCSE Edexcel (1EN0)

English Literature GCSE Edexcel (1ET0)

In the summer of 2017, the first cohort of students successfully sat the new GCSE examinations in English Language and English Literature. The requirements for the new GCSEs mean that this is a fully linear structure, with all examinations taking place at the end of the two year course.

The exam board we follow is Edexcel and all students sit the same untiered exam papers. Students are graded using the new 9-1 scale, with 9 being the top level.

GCSE English Language

Reading – 50% of the GCSE

- Students are required to answer questions on unseen 19th, 20th and 21st century texts
- These texts must cover fiction, non-fiction and literary non-fiction

Writing – 50% of the GCSE

- Students will complete one creative writing and one transactional writing response
- Spelling, punctuation and grammar has an increased weighting of 20%

GCSE English Literature

Students will read four chosen texts including:

1. 19th Century novel
2. Post 1914 British drama
3. Poetry from 1789
4. Shakespeare

Students are also required to compare two unseen texts.

The English Literature exam is now a closed book examination, with 5% of the final grade awarded for spelling, punctuation and grammar.

Mathematics

Maths Edexcel GCSE (1MA0)

What is GCSE Mathematics all about?

GCSE Mathematics requires students to:

Develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Geometry
- Ratio & Proportion
- Probability
- Statistics

The new Mathematics GCSE specification is split up into 3 assessment objectives.

- AO1: Use and apply standard techniques
- AO2: Reason, interpret and communicate mathematically
- AO3: Solve problems with mathematics and other contexts

There is now more emphasis on problem-solving, communication, proof and interpretation. The grades will now be from 1 to 9 (9 being the highest).

How does it follow on from what I have learnt before?

Topics are taught in progressively greater depth over the course of key stage 3 and key stage 4, GCSE outcomes may reflect or build upon subject content which is typically taught at key stage 3. Content may not be repeated during the GCSE course where it has already been taught effectively at an earlier stage.

Why do I have to take GCSE Mathematics?

GCSE Mathematics covers a lot of the basic skills that you will need to use in everyday life and because of this it is a compulsory subject for all students in Years 9 to 11. You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study, for example in Science you may be asked to use formulae and solve equations, in Geography you will need to read charts and diagrams and use statistics and in D&T you will need to use measures and make scale drawings.

Most college and 6th Form courses require GCSE Mathematics as an entry requirement, as do many jobs and careers.

What about exams?

You will have to take three exam papers at the end of your course, one non-calculator paper and two calculator papers. These will be either Foundation or Higher tier.

The questions on the exam papers will be arranged so that the easiest ones come first and then gradually get harder. There will be a mixture of short and longer questions. You answer the questions on the exam paper itself and you will have to answer all the questions.

You might be asked to solve a problem about anything you have studied on either paper.

Is there any coursework? No

When do I sit my exams? In June of Year 11.

What other skills might I develop?

While you are doing this course you will be given the chance to develop skills in application of number, IT, communication, problem solving, working with others and improving your own performance.

Will I only take one GCSE in Mathematics?

Yes, the new GCSE Mathematics exam now has additional content. As a result there are no plans for any students to take the GCSE exam at the end of Year 10.

What equipment do I need for GCSE Mathematics?

You will need a scientific calculator. We recommend the Casio FX series but there are many other suitable brands. If you need advice on choosing a calculator, see your Maths teacher. You will also need a Maths set which includes a protractor, compasses and a ruler.

What could I do next with GCSE Mathematics?

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education, and a requirement for many university courses. If you get a good grade at GCSE you may even decide to take Mathematics A Level. Almost all jobs and careers require you to have Mathematics GCSE, but the following careers are some that would enable you to make a lot of use of your Mathematics:

- Accountancy
- Architecture
- Banking
- Business Management
- Computer Science
- Economics
- Engineering
- Environmental Studies
- Information and Communication Technology
- Insurance
- Marketing
- Medicine
- Pharmacy
- Psychology
- Science
- Teaching.

Science

Students at Highlands start their Science GCSEs after Christmas in Year 9. This allows for a greater amount of time to be spent on these important qualifications. All students will either follow the new AQA 'Trilogy Combined Science' in the core or they will add this time to one of their options in Year 10 & 11 to enable them to take the three separate Sciences.

By offering these different pathways we expect almost every child who attends school regularly to achieve the equivalent of 2 or more Science GCSEs at the new grade 4 or 5 or above with the aim of the majority of them being above grade 5.

Please note

1. There are no external exams in Year 10. The whole qualification is taken at the end of Year 11.
2. Please be aware there is no requirement to study the Separate Sciences in order to study A levels in Science.

COMBINED SCIENCE. This does not count as an option.

(This leads to 2 GCSEs)

AQA 'Trilogy' specification (8464)

- This course consists of units made from all three Sciences and leads to two GCSEs.
- All 6 exams will be taken at the end of Year 11: 2 Biology, 2 Chemistry and 2 Physics.
- All the papers are 1 hour 15 minutes in duration.

Assessment

The six papers contain equal amounts of the three Sciences and students receive two distinct grades on the 9 to 1 scale, separated by no more than 1 grade. Hence 7 7 or 7 6 or 6 6 or 6 5 are possible outcomes but not 7 5. There is no coursework or controlled assessment but there will be 16 core practicals that are examined in the final papers. There is a high Maths content (up to 30% in the Physics papers) and students will be required to memorise certain Physics equations and parts of the Periodic table. Students will study a range of key scientific concepts and learn how scientific knowledge is obtained and used.

Core Physical Education

This course does not lead to an examination

To ensure students make progress through key stage 4, Physical Education (P.E.) teaching provides opportunities for students to progress and access as broad a curriculum as possible. It is our aim to instil the importance of a physically active lifestyle and look to encourage students to stay active once they leave school.

During Year 9, students complete a range of activities that include health-related exercise, football, hockey, badminton, netball, rugby, cricket, tennis, rounders and athletics in preparation for the opportunities that are made available to them in Year 10/11.

In Year 11, core P.E. students will be asked to choose which activities they would prefer to take. Each half term students will be given a choice of 4/5 activities. These activities will include aerobics, body conditioning, football, rugby, table tennis, health-related exercise, tennis, cricket, netball, basketball and athletic activities.

Citizenship and PSHEE

GCSE Citizenship (9-1) Edexcel

You will study either Citizenship or Religious Studies GCSE in Years 9 and 10

Citizenship & PSHEE (Personal, Social, Health and Economic Education) at Highlands aims to prepare and enable students to lead confident, healthy and responsible lives as individuals engaged fully in wider society. Students have one lesson of Citizenship & PSHEE each week in Years 7-9. Through work in lesson time and activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily, learn how to deal with the moral, social and cultural issues they face as they approach adulthood and get a good grounding in the workings of the political, legal and financial systems; locally, within the UK and abroad. Students will get an opportunity to go on a variety of trips, including the Royal Courts of Justice and Houses Parliament. As a department, we also invite a number of outside agencies to run presentations and workshops, to enhance learning within the curriculum such as the Red Cross.

Further information about the subject can be found on the school website:

<http://www.highlands.enfield.sch.uk/page/?title=Citizenship&pid=81>

In Years 10-11, students who have chosen this option subject will have two lessons a week to complete a full course GCSE in Citizenship. As part of the course, students will sit two written exams which will test student's knowledge of core concepts taught at KS3 such as, diversity, human rights, civil and criminal law, parliamentary democracy and actions citizens take to influence decisions locally, nationally and globally. Students will learn about the power of the media, democracy, the operation of UK government and the legal system, and the role of the UK in the wider world. They will also be given the opportunity to explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts.

This qualification will require students to demonstrate the ability to:

- ✓ understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address Citizenship issues in society, including practical Citizenship actions
- ✓ formulate Citizenship enquiries, identifying and sequencing research questions to analyse Citizenship ideas, issues and debates
- ✓ select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- ✓ show knowledge and understanding of the relationships between the different Citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global

The GCSE course content is divided into five themes:

- **Living together in the UK:** human rights, discrimination and the law, migration and identity
- **Democracy at work in the UK:** forming a government, making laws and government spending
- **Law and justice:** criminal and civil law, sentencing, young people and crime
- **Power and influence:** the media, pressure groups, voting, the EU, UN and the Commonwealth.
- **Taking Citizenship action:** planning and participating in your action

Religious Studies

GCSE Religious Studies (9-1) AQA 8062 Specification A

You will study either Citizenship or Religious Studies GCSE in Years 9 and 10

Our Religious Studies GCSE follows on from the previous course which has been successful at Highlands. This course balances looking at a couple of religions in depth, with how all religions approach current society issues. It is an excellent foundation for the A Level humanities on offer, particularly Philosophy, RS and Sociology.

Subject Content & Assessments

- Students study the following areas: Philosophy, Ethics and the beliefs, teachings and practices of two religions.
- Students will sit two exam papers (further details outlined below)
- This course is designed to introduce students to ethics, legal questions and issues arising in society with a series of philosophical, religious and ordinary peoples' viewpoints.
- It offers students a chance to develop knowledge, analytical skills and the ability to debate.
- Russell Group universities are interested in students who have studied Philosophy.

Component 1: The Study of religions, beliefs, teachings and practices
<u>What's assessed</u> Beliefs, teachings and practices of two from the following religions: <ul style="list-style-type: none">• Buddhism• Christianity• Hinduism• Islam• Judaism• Sikhism
<u>How it's assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))• 50% of GCSE

Component 2: Thematic Studies
<u>What's assessed</u> Select 4 topics from the Philosophical, Ethical and Religious Themes below: <ul style="list-style-type: none">• Theme A: Relationships and families.• Theme B: Religion and life.• Theme C: The existence of God and revelation.• Theme D: Religion, peace and conflict.• Theme E: Religion, crime and punishment.• Theme F: Religion, human rights and social justice.
<u>How it's assessed</u> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 96 marks (plus 5 marks for Spelling, punctuation and grammar (SPaG))• 50% of GCSE
<u>Questions</u> Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24

THE OPTIONS

The English Baccalaureate Options (EBacc)

Most students will take a foreign language as their EBacc option but if not they must make sure they take one of the other EBacc subjects. The full list of EBacc subjects are:

- Languages (French or Spanish)
- Computer Science
- The separate sciences (Biology, Chemistry and Physics)
- Geography (see the humanities section)
- History (see the humanities section)

Computer Science and the separate sciences will only be available in Year 10/11.

Languages

All students will continue to take a Language into Year 9 and most will study it until Year 11 as one of their options:



Note

Some students will be selected to use their MFL time to improve their literacy, numeracy or other skills through Learning Support and so will not study a modern foreign language.

Every year a one or two students ask about changing the language they are currently studying from French to Spanish or vice versa for exceptional reasons.

Please note that if you change the language you are currently studying you would have to change your tutor group and House and will not share any core lessons with students in your current tutor group or House.

If you wish for us to consider that, please contact Mr Perlumiere (Head of Languages) and Mr Feldman.

Language GCSE courses

French GCSE Edexcel (1FR0)

or

Spanish GCSE Edexcel (1SP0)

At Highlands School, a large majority of students study a modern foreign language during key stage 4 and we follow the national expectation that students will take the EBacc subjects, which include languages.

STOP PRESS..... You may be aware that many of the most prestigious Universities are now setting a modern foreign language as an entry requirement.....

During your MFL GCSE course, you will further develop your skills in and your knowledge of the language, to enable you to perform listening, speaking, reading and writing tasks relating to the following themes;

- Media
- Music and ICT
- Health and healthy eating
- Jobs and future plans
- Holidays
- Rights and world issues

French and Spanish GCSE Examination Papers

You will be entered at either Foundation or Higher tier for each of the four skills (*Listening, Speaking, Reading and Writing*). This tier will be decided based on performance in the Pre-Public Examinations in Year 11. There are four papers in each tier and all four skills will have a final exam rather than a controlled assessment element.

Subject Content:

- focus on independent and spontaneous use of the target language
- increased emphasis on the culture and identities of the countries and communities where the language is spoken
- exposure to literary texts
- contexts linked to themes that relate to:
 - identity and culture
 - local, national, international and global areas of interest
 - current and future study and employment
- translation into English and from English into the target language
- requirements for a minimum of 20% target language questions in the listening unit and for a minimum of 30% target language questions in the reading unit
- a formal requirement to ask questions in the speaking unit
- reference to past, present and future events

New assessment objectives

The assessment objectives have been revised so that each language skill will have a 25% weighting.

- AO1 Listening: understand and respond to different types of spoken language. (25%).
- AO2 Speaking: communicate and interact in speech on a range of the topics studied. (25%).
- AO3 Reading: understand and respond to different types of written language, comprehension and translation. (25%).
- AO4 Writing: communicate in writing on a range of the topics studied. (25%).

New grading

A new 9-1 grading system has replaced the old A*-G model.

Personal Equipment

- USB memory stick and the Edexcel glossary (also available from the website and Frog) are recommended.
- A bilingual dictionary and regular reading of Foreign Language readers from the School Library would further support home study.

Useful Websites for Languages

- Access Frog via the Highlands School website for past papers, marking schemes and revision.
- <http://www.edexcel.com/> - access to past papers, marking schemes and exam specifications for all languages.
- www.wordreference.com online dictionary for all languages
- www.verbix.com online verb tables for all languages
- GCSE Bitesize and BBC Destination Death for French and Spanish from www.bbc.co.uk/schools/gcsebitesize/games
- www.voki.com to practise pronunciation and sounding written words
- www.languagesonline.org for French and Spanish Grammar practice and revision.
- <http://www.zut.org.uk> Available for free before 9am and after 4pm. Lots of good exercises for revising French vocabulary and grammar.
- www.learnspanish.com for Spanish higher and foundation revision.
- thisislanguage.com for grammar and topic by topic GCSE listening and reading practice through memory games, video clips and comprehension tasks (each pupil has their own login).

Computer Science

Computer Science GCSE OCR J276

What is the course all about?

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the key stage 3 programme of study.

Why study Computer Science?

So why is it important to study Computer Science? We live in a digitized, computerized, programmable world, and to make sense of it, we need computing. An engineer using a computer to design a bridge must understand the limitations of the numerical methods used, how the maximum capacity estimates were computed and how reliable they are. An educated citizen using a government database or bidding in an eBay auction should have a basic understanding of the underlying algorithms of such conveniences, as well as the security and privacy issues that arise when information is transmitted and stored digitally. These are computing, not ICT issues.

How will I be assessed?

This qualification can be completed with you getting the equivalent of 1 GCSE. The qualification name is given below:

OCR Computer Science (worth 1 GCSE)

All students complete 3 mandatory units:

1. Unit 1 - Computer systems (Written paper – 1 hour 30 Minutes)
2. Unit 2 – Computational thinking, algorithms and programming (Written paper – 1 hour 30 Minutes)
3. Unit 3 - Programming project – compulsory component – non-graded

Assessment:

Exam - 50% Component 1 – Computer Systems

Exam – 50% Component 2 – Computational thinking, algorithms and programming

Is there anything else that I need to know?

Computer Science students learn logical reasoning, algorithmic thinking, design and structured problem solving—all concepts and skills that are valuable well beyond the computing classroom. Students gain awareness of the resources required to implement and deploy a solution and how to deal with real-world and business constraints. These skills are applicable in many contexts, from Science and engineering to the humanities and business, and have already led to deeper understanding in many areas.

Career opportunities

The vast majority of careers in the 21st century will require an understanding of computing. Many jobs that today's students will have in 10 to 20 years haven't been invented yet. Professionals in every discipline—from art and entertainment, to communications and health care, to factory workers, small business owners, and retail store staff— need to understand computing to be globally competitive in their fields.

This qualification will give students the opportunity to study A level Computer Science in Sixth Form.

Separate Sciences

BIOLOGY, CHEMISTRY AND PHYSICS GCSEs. This counts as one of your options with the combined Science content covered in core Science time.

(All three GCSEs have to be studied)

AQA specifications 8461, 8462, 8463

Students follow the same core Biology, Chemistry and Physics units as on the Combined Science course but they will also cover extra content in each Science.

All the exams will have to be taken at the end of Year 11. There are 6 exams to be taken: 2 Biology, 2 Chemistry and 2 Physics. All the papers are 1 hour 45 minutes in duration.

Assessment

The Separate Sciences are 3 stand-alone qualifications: Biology, Chemistry and Physics GCSEs. Students study a range of key scientific concepts and learn how scientific knowledge is obtained and used - i.e. how Science really works.

Students will receive a distinct grade on the 9 to 1 scale for each of the three subjects. There is no coursework or controlled assessment but there will be 24 core practicals that students that will be examined in the final papers. There is a high Maths content (up to 30% in the Physics papers) and students will be required to memorise certain Physics equations and parts of the Periodic table. Students will study a range of key scientific concepts and learn how scientific knowledge is obtained and used.

Humanities Options

Most students are expected to select **one** Humanities option over Year 9 & 10 or Year 11 to ensure they experience a broad and balanced curriculum.

Students will need to provide a compelling reason why they either do not want to take a Humanities subject, or why they want to consider two Humanities subjects. This reason must be added to the option form for Mr Feldman's approval.

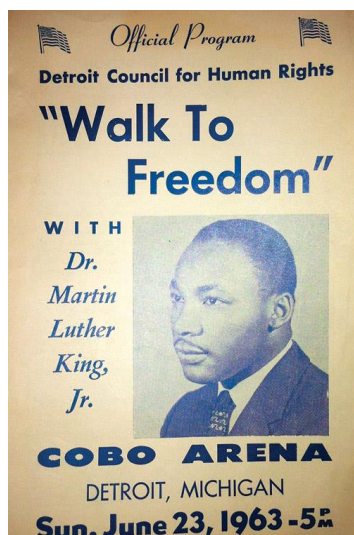
GEOGRAPHY

HISTORY – MODERN WORLD

ENTERPRISE BTEC

ECONOMICS

AS PSYCHOLOGY



HUMANITIES AT KEY STAGE 4

The balance of knowledge, understanding and skills present in all the key stage 4 Humanities specifications will ensure that no matter which Humanities courses you choose, you will be gaining qualifications that will be respected whatever direction you decide to take in the future. They provide an excellent springboard for the even wider variety of successful Humanities A Levels on offer at Highlands.

Business Studies BTEC, Economics, Geography and History help to give us an understanding of the world around us, how it has developed, how it may develop in the future, the people who live and work in it and the impact they have or can have on a local, national or global level. Having to think about current social, economic and moral issues helps you to weigh up evidence, consider different perspectives and reach your own judgement.

All the subjects teach you to collect and collate information, write concise yet detailed reports, analyse sources and data by questioning and challenging them, consider a variety of views, reach a balanced judgement and argue your view. Do not be misled into thinking that Humanities only help if you want to be a teacher!

The skills you will learn will open doors into further education and a wide range of jobs. Please remember that none of the courses are much 'easier' or 'harder' than the other with Humanities subjects, it is a question of which ones you think you are better suited to. The Humanities GCSEs themselves are highly regarded as they represent some of the subjects that are more challenging than most subjects nationally, whilst the Business BTEC provides a perfect preparation for our highly successful level 3 BTEC in the sixth form.

Each year, a significant number of students request to take two Humanities. Please ensure you have read the school information about this: you should only consider this if you have enjoyed and been successful in Humanities subjects at KS3. It is important to try a broad range of subjects from across the school during KS4, then specialise more at KS5. Equally, a handful of students decide not to do a Humanities subject. Again, please make sure you have read the information below about "thinking ahead" before you do this.

The only decisions left now are whether you want to select a Humanities subject over the two year course Year 9 /10, or the one year course in Year 11 and also which Humanities subject is the most appropriate for you.

Thinking Ahead

Each year at Sixth Form enrolment, a handful of students are unable to get onto their A Level or BTEC course because they did not take a GCSE Humanities Option.

At Highlands, the Humanities faculty offers Sociology, Psychology, Geography, History, Economics, Government & Politics and Philosophy at A Level plus a level 3 Business BTEC.

Currently our entry criteria for A level courses are that you gain at least a grade 6 in a Humanities subject at GCSE, on top of the school entry requirements. Psychology also recommends that students have a grade 6 in Science.

Geography and History A Levels are "facilitating" A Levels for universities. These are A Levels that the top universities regard favourably because they are seen as robust courses with challenging assessment. Other Humanities A Levels are likely to be added in a forthcoming review of this list of 'elite' A Levels.

We also offer a highly popular Business BTEC course which has a more vocational slant. Students must gain a grade 5 in their Humanities GCSE or have successfully completed their BTEC Business at KS4.



Geography

GCSE Geography (9-1) Specification B Edexcel (1GB0)

See <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/Geography-b-2016.html>

The aims and objectives of Geography will give you the opportunity to understand more about the world, the challenges it faces and your place within it. This GCSE course will deepen your understanding of geographical processes, illuminate the impact of change and of people-environment interactions, highlight the dynamic links and relationships between places and environments at different scales, and develop competence in using a wide range of geographical investigative skills and approaches.

Geography enables you to become globally and environmentally informed and a thoughtful, enquiring citizen.

The new GCSE allows us to keep some successful units and trips such as Coasts and the Field Trip to the Essex/ Suffolk coastline, and develop knowledge of hazards including Hurricanes. Geography has been one of Highlands most successful GCSE's over recent years and links well to the also successful and popular A Level course.

Global geographical issues paper 1 - 1.30 minutes

- Hazardous earth
- Development dynamics
- Challenges of an urbanising world

UK geographical issues paper 2 1.30 minutes

- UK evolving physical landscapes, rivers and coasts
- UK evolving human landscape, dynamic cities
- Geographical investigations, human and physical fieldwork study

People and environment issues decision making paper 3 1.30 minutes

- People and the biosphere
- Forests under threat
- Consuming energy resources

Geographical investigations

All the new Geography courses have encouraged more fieldwork, but rather than Controlled Assessment, there will be questions about the fieldwork investigations in the exams. The experience of fieldwork will help you to develop new geographical insight into two contrasting environments. One investigation in a physical environment either Investigating coastal change and conflict or river processes and pressures, and a second investigation in a human environment from either Investigating dynamic urban areas or changing rural areas. Taking part in fieldwork is a great way to learn about Geography and gives you the opportunity to practice your geographical skills. Geography students at Highlands have previously had great experiences on trips to the coast and into central London.

More Information?

If you need more information pop along to see Ms Wycherley, any of the Geography team or ask students who are already taking the subject.

Thinking ahead- Geography is an EBacc Humanities subject and one of the important "facilitating" A Level subjects for university - see the front page of the Humanities section for more details.

History – Modern World

GCSE History AQA (8145)

*“A man acquainted with History may...be said to have lived from the beginning of the world.”
David Hume (historian and philosopher).*

Students taking up the History course will study World History and British History. This will give them a sound knowledge and understanding of the developments, concepts and conflicts which have shaped the twentieth century world. The course will also focus on essential skills such as analysis, constructive argument and comprehension. This will provide grounding for a large variety of further study and careers.

We offer AQA exam specification which comprises three papers:

Paper One

Section A: Period studies

1D America, 1920–1973: Opportunity and inequality

This unit provides an outline study of History. Topics studied are:

Part one: American people and the 'Boom'

Part two: Bust – Americans' experiences of the Depression and New Deal

Part three: Post-war America

Section B: Wider world depth studies

Conflict and tension between East and West, 1945–1972

Part one: The origins of the Cold War

Part two: The development of the Cold War

Part three: Transformation of the Cold War

Paper Two

Section A: Thematic studies

2C Health and the People

Part one: Medicine stands still

Part two: The beginning of change

Part three: A revolution in medicine

Part four: Modern Medicine

Section B: British depth studies

Elizabethan England, c1568–1603

Part one: Elizabeth's court and Parliament

Part two: Life in Elizabethan times

Part three: Troubles at home and abroad

Part four: The historic environment of Elizabethan England

Summary of the scheme of assessment:

Paper One. - Written exam: 1 hour 45 minutes • 84 marks (including four marks for spelling, punctuation and grammar) • 50% of GCSE

Paper Two - Written exam: 1 hour 45 minutes • 84 marks (including four marks for spelling, punctuation and grammar) • 50% of GCSE

Thinking Ahead

History is one of the “Facilitating” A Level subjects for university - see the front page of the Humanities section for more details.

Enterprise

Pearson BTEC Tech Award in Enterprise

Introduction

The BTEC Tech Award in Enterprise is a new course designed to help students to develop their business skills. This will be done through coursework based assignments and a written exam. Students are encouraged to explore topics and apply their knowledge to their coursework.

Component Structure

The course is made up of 3 components, all of which must be passed successfully. There are two coursework components and one externally assessed written exam component. The coursework assessed components are marked internally by subject teachers. The components are:

- Component 1 – Exploring Enterprises
- Component 2 – Planning for and Pitching an Enterprise Activity
- Component 3 – Promotion and Finance for Enterprise

Component 1 – Exploring Enterprises (Internally assessed assignments)

Weighting: 30% of the final grade

Aim: Examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

Component 2 – Planning for and Pitching an Enterprise Activity (Internally assessed assignments)

Weighting: 30% of the final grade

Aim: Explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.

Component 3 – Promotion and Finance for Enterprise (Externally assessed written exam)

Weighting: 40% of the final grade

Aim: Explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. One exam resit is allowed for this component.

Grading

The course is graded using the BTEC grading system of Pass, Merit and Distinction. The GCSE equivalency grades are shown below.

BTEC Grade	New GCSE Grade
Distinction*	8-9
Distinction	7-8
Merit	5-6
Pass	4-5
Level 1	Grade 3 and below



Economics

Year 10/11 only

Economics (9-1) OCR J205

<http://www.ocr.org.uk/qualifications/gcse-economics-j205-from-2017/>

Students on this course will develop an understanding of the impact of economic choices – Students explore how consumers, producers and governments interact in markets nationally and internationally, developing awareness for the impact of economics on our lives.

Students learn how to explain and evaluate economic problems and possible solutions, how to use economic data from a range of sources, acquire a way of thinking as economists and develop a logical approach to thinking and reasoning.

What you will study:

Paper 1: *Introduction to economics and the role of markets and money.*

- The economic problem
- Scarcity and choice
- The role of markets
- Supply and demand
- The labour market.
- The role of financial and money markets.

Paper 2: *Economic objectives and the role of government. International trade and the global economy*

- Economic growth
- Fair distribution of income
- Economic policies (Fiscal, monetary and supply side)
- Limitations of markets
- Exchange rates
- Importance of international trade
- Balance of payments
- Globalisation

Thinking ahead

This course gives a strong foundation for A level economics which is a fast growing, popular choice for many students in the 6th form.

AS Psychology AQA 7181

This course offers a chance for students to follow an AS level course in Year 11. It is suitable for you if you are ready for the challenge that an AS in Year 11 will bring. You must have already achieved a high grade in a Humanities GCSE or be on target to do so and you must also be showing good progress in Science. This course will also provide an opportunity for students to study this fascinating subject, who might not have room for it within their three A Level choices in the Sixth Form.

Students who are successful in Psychology in Year 11 will be offered the chance to take Psychology, as a full A Level, whilst in Year 12.

The scientific research method is central to Psychology as it is now considered a Science A Level. Therefore, you will need to be comfortable with understanding a range of research methods, including the experimental method, questionnaires and correlations. You will also need to be able to use this to understand key pieces of research in Psychology in depth and to design your own research.

You must be comfortable writing short essays in timed conditions, using evidence and skills of evaluation. Psychology A Level also requires an element of practical Maths- 10% of the examination marks are focused on you showing that you can complete basic Maths problems.

Assessment Details

Two 72 mark papers at AS Level:

- **Paper 1:** Introductory Topics in Psychology - 90 minute exam, 50% of AS Level
This includes Social Influence, memory and Attachment units
- **Paper 2:** Psychology in Context - 90 minute exam, 50% of AS Level
This includes Approaches in Psychology and Biopsychology, Psychopathology and Research Methods units

Psychology AS contains the same content as the first year of the A Level, taken by current Year 12.

As this is an AS Level, there is significantly more independent work and revision necessary throughout the year, than for GCSE courses.

Technology Options

Most students are expected to select **one** Technology subject over Year 9 & 10 or 10 & 11 to ensure they experience a broad and balanced curriculum.

Students will need to provide a compelling reason why they will not take a Technology subject. This reason must be added to the option form for Mr Feldman's approval.



***GCSE Food Preparation and Nutrition**

***WJEC Level 1/2 Award in Hospitality & Catering.**

**Child Development -OCR Cambridge Nationals
Level 1/2**

DESIGN & TECHNOLOGY:

- **GRAPHIC PRODUCTS**
- **RESISTANT MATERIALS**
- **TEXTILES**

(These three D&T courses all lead to the same GCSE so it is impossible to take more than one of them.)



****Depending on student numbers, we expect to run two different "Food" related courses. These are GCSE Food Preparation & Nutrition and WJEC Level 1/2 Award in Hospitality & Catering.***

You can get more details on both of these courses from this booklet and from the "Food" course teachers: Mrs Barnes, Mrs Southern and Mr Smith.

We will provide guidance to all students opting for either of these courses to ensure all students follow the most appropriate course. This will take into account advice from the head of learning support and your child's head of year.

Food Preparation and Nutrition

Food Preparation and Nutrition GCSE AQA 8585

Course Description

This specification is the **new** GCSE that has replaced both Food Technology and Catering. It is a combination of both GCSE subjects and looks at the practical aspects of preparing food. Students learn how ingredients work together to make products and the scientific principles behind cooking. This is complimented by the study of nutrition and how to prepare foods for healthier living. It builds on the work that all students study at KS3 in their Technology lessons.

This is a very practical course and you will learn the twelve skill groups throughout the two years culminating in a practical exam in the spring term of Year 10.

You will “**learn by doing**” and be able to understand why:

- a) a sauce thickens
- b) how a chilled dessert sets
- c) why oil and water do not mix
- d) how ingredients are mixed to make different cakes
- e) what happens when meat is cooked
- f) how raising agents work
- g) how heat is transferred and used in the cooking of foods

You will have the opportunity to make a wide variety of dishes including bread, pasta, pastry, dishes using fruits and vegetables, cakes, desserts, cooking of fish and meat. You will learn about the nutritional needs of different groups of people as well as where different nutrients come from. There will be opportunities to investigate and use different cultural foods as we explore food from different countries. You will also learn about where different foods come from and the impact on the environment of food production. You will learn how to plan, prepare and cook different recipes to meet different groups of people and ensure that they have a balanced diet.

How are you assessed?

Controlled Assessment – 50% of the marks (100)

Assignment 1 – Food Investigation (30 Marks) – set by AQA

This will be started in September of Year 10 and completed by October half term. Practical investigation into the function and properties of ingredients. Students produce a written report (1500 – 2000 words) which includes photographs of your practical work. Examples of the topics may include:

1. Investigate what type of flour is best for bread making
2. Investigate the use of raising agents in baked products
3. Investigate the ingredients used to thicken sauces and soups.

Assignment 2 – Practical Task (70 Marks) – set by AQA

This will be started after October half term in Year 10 and completed by the Easter Holidays.

You will research one of the tasks set by AQA. You will trial dishes that use different

techniques and then choose 3 dishes to make in your 3 hour practical exam. You will also analyse the nutritional value, cost and sensory properties of the dishes you have made.

Examples of tasks may include:-

1. Plan, prepare, cook and present a range of dishes suitable for vegetarians
2. Plan, prepare, cook and present a range of dishes which have a good source of fibre and would appeal to teenagers.
3. Plan, prepare, cook and present a range of dishes from the Mediterranean culinary tradition.

Exam – 50% of the marks 1 Hour 45 minutes (100)

There will be one exam based on the theory work you have covered in the course.

There will be 20 multiple choice questions at the start of the paper.

You will be assessed on your knowledge, skills and understanding of each of the 5 areas studied. These will be a mixture of short answer and extended answer questions.

- a) Food, nutrition and health
- b) Food Science
- c) Food Safety
- d) Food Choice
- e) Food Provenance.

Resources you will need:

- Exercise book for theory work
- Flip folder for Controlled Assessment (can be purchased from school)

This option is not suitable if you want to take A level Product Design

Hospitality & Catering

WJEC Level 1/2 Award in Hospitality & Catering (code: 601/77032)

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce.

This course is for students who want to learn about Hospitality and Catering and the potential it can offer them for their careers or further study or for a student who wishes to improve their food practical skills and is interested in learning about the Hospitality and Catering industry.

This award is made up of two units which students must complete.

Unit 1: The Hospitality and Catering Industry

Externally assessed in June each year. 90-minute paper which includes short and extended questions. Students will be awarded a Pass, Merit or Distinction.

Learning Outcomes

LO1: Understand the environment in which hospitality and catering providers operate.

LO2: Understand how hospitality and catering provisions operate.

LO3: Understand how hospitality and catering provision meets health & safety requirements.

LO4: Know how food can cause ill health.

LO5: Be able to propose a hospitality and catering provision to meet specific requirements.

Unit 2: Hospitality and Catering in Action

Internally assessed controlled task.

Students to safely plan, prepare, cook and present nutritional dishes.

Learning outcomes

LO1: Understand the importance of nutrition when planning menus.

LO2: Understand menu planning.

LO3: To be able to cook dishes.

Grading the Qualification

Students must achieve a minimum of a Level 1 pass for each unit in order to be awarded a grade for the qualification. Students who achieve a U in one or more units cannot be awarded the qualification. Each unit grade will be translated into points:

Unit	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 1	2	4	6	8
Unit 2	3	6	9	12

The qualification grade is then calculated using the table below.

Level 2 is equivalent to a GCSE grade 4 or above, Level 1 is equivalent to a grade 3 or below.

Level	Grading Points
Level 1 Pass	5 - 8
Level 2 Pass	9 - 13
Level 2 Merit	14-17
Level 2 Distinction	18-19
Level 2 Distinction *	20

Note: Learners have **one** opportunity to resit each assessed unit.

OCR Cambridge Nationals Level 1/2

Course description:

This qualification is designed for students wishing to develop knowledge and practical skills in child development. You will experience practical and theoretical elements to the lessons.

How you are assessed and assessment objectives:

RO18: 1hour 15mins written exam- 50% of final qualification (80 marks)

Set and marked by OCR exam board, short and extended answer questions, quality of written communication will be assessed.

Health and well-being for child development

Topics covered: Reproduction, parenthood, antenatal care, preparing for the birth, postnatal care and provisions, conditions for development, childhood illness and child safety

RO19: Controlled assessment task - 25% of final qualification (60 marks)

Tasks are set by OCR and marked internally. These will be practical tasks in the context of an assignment.

Understand the equipment and nutrimental needs for children from birth to 5 years

Topics covered: Understanding the key factors when choosing equipment for babies from birth to 12 months and from 1 to 5 years

Knowing the nutritional guidelines and requirements for children from birth to 5 years
Being able to investigate and develop feeding solutions for children from birth to 5 years

RO20: Controlled assessment task - 25% of final qualification (60 marks)

Tasks are set by OCR and marked internally. These will be practical tasks in the context of an assignment.

Understand the development norms of a child from birth to 5 years

Topics covered: Understanding the physical, intellectual and social norms for children from birth to 5 years

Understanding the benefits of learning through play

Being able to plan different play activities for a chosen developmental area with a child from birth to 5 years

Being able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to 5 years

Resources you will need:

Lever arched folder

Pencils, pencils, hi-lighter pens

Child Development Textbook

Access to a child under the age of 5 years

This option is not suitable if you want to take A level Product Design

D&T: Resistant Materials

GCSE Design & Technology: Edexcel (9-1) 1DT0

Course Description

This specification builds on the key stage 3 programme of study for Design and Technology. It gives students the opportunity to demonstrate creativity and innovation with no material or technology limitations. Students will have the opportunity to work with a wide range of materials and to specialise in one material for the exam.

In addition to the core principles all students will develop an in depth knowledge and understanding of specialist techniques, processes and material and components. If you choose to specialise through the material; timber, metal, polymers and mechanical systems then this is the course for you. Throughout the 1st year of the course students will complete a number of mini theory and practical based projects in order to develop their understanding and confidence when working with the materials as well as learning how the design industry operates. In the autumn term students will be introduced to the NEA.

How you are assessed

Component 1: Written exam - 50% of the final GCSE (100 marks)

- **1 hour and 45 minutes**
- There are 2 sections: **Section A: Core content and Section B: Timbers**
- Section A - Four questions - 40 marks
- Section B - Four questions - 60 marks
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics – 15% of marks
- Calculators may be used in the exam (teacher will give out information regarding this)
- An understanding of underlying **scientific** principles is expected.
- One tier of assessment covering grades 1-9 new marking criteria.

Component 2: Non-Examined Assessment (NEA) - 50% of the final GCSE (100 marks)

- Students undertake a project that will test their skills in: investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study.
- Students are required to analyse a given contextual challenge from a range of three.
- Once they have selected the contextual challenge, students develop a range of potential ideas and then realise one through practical making activities.
- The project consists of a portfolio and a prototype.
- They must use ICT and CAD where appropriate.
- You must include photographs of the finished outcome and of the various stages of making.

Resources you will need

- A3 folder and flip file (can be purchased from Design & Technology Department)
- A3 paper (provided)
- Drawing equipment – HB pencils, colour pencils, black fine liner pen, rubber & sharpener.
- Edexcel Design and Technology –Textbook by Pearson
- You will be asked for a donation towards materials and if you require specialist materials or components you will have to buy this yourself.

Progression: A Level Product Design, employment in a design and technology based industry.

D&T: Graphic Products

GCSE Design & Technology: Edexcel (9-1) 1DT0

Course Description

This specification builds on the key stage 3 programme of study for Design and Technology. It gives students the opportunity to demonstrate creativity and innovation with no material or technology limitations. Students will have the opportunity to work with a wide range of materials and to specialise in one material for the exam.

In addition to the core principles all students will develop an in depth knowledge and understanding of specialist techniques, processes and material and components. If you choose to specialise in Graphics you will learn how to use images and text to **communicate** an idea or message and learn how a combination of drawing, modelling skills and ICT can be used to produce a graphic product for your NEA. Throughout the 1st year of the course students will develop skills which will enable them to creatively present and make quality products, gain an understanding of the graphic. In the autumn term students will be introduced to the NEA.

How you are assessed

Component 1: Written exam - 50% of the final GCSE (100 marks)

- **1 hour and 45 minutes**
- There are 2 sections: **Section A: Core content** and **Section B: Papers and Boards**
- Section A - Four questions - 40 marks
- Section B - Four questions - 60 marks
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics – 15% of marks
- Calculators may be used in the exam (teacher will give out information regarding this)
- An understanding of underlying **scientific** principles is expected.
- One tier of assessment covering grades 1-9 new marking criteria.

Component 2: Non-Examined Assessment (NEA) - 50% of the final GCSE (100 marks)

- Students undertake a project that will test their skills in: investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study.
- Students are required to analyse a given contextual challenge from a range of three.
- Once they have selected the contextual challenge, students develop a range of potential ideas and then realise one through practical making activities.
- The project consists of a portfolio and a prototype.
- They must use ICT and CAD where appropriate.
- You must include photographs of the finished outcome and of the various stages of making.

Resources you will need

- A3 folder and flip file (can be purchased from Design & Technology Department)
- A3 paper (provided)
- Drawing equipment – HB pencils, colour pencils, black fine liner pen, rubber & sharpener.
- Edexcel Design and Technology –Textbook by Pearson
- A donation towards specialist materials or components may be required

Progression: A Level Product Design, employment in a design and technology based industry.

D&T: Textiles

GCSE Design & Technology: Edexcel (9-1) 1DT0

Course Description

This specification builds on the key stage 3 programme of study for Design and Technology. It gives students the opportunity to demonstrate creativity and innovation with no material or technology limitations. Students will have the opportunity to work with a wide range of materials and to specialise in one material for the exam.

In addition to the core principles all students will develop an in depth knowledge and understanding of specialist techniques, processes, materials and components. If you choose to specialise in textiles you can either follow a fashion, accessories or furnishing route for your final assessment. Throughout the 1st year of the course students will complete some small projects developing their theory and practical skills. They will learn to apply a range of manufacturing processes, which will develop their understanding and confidence when working with materials. In the autumn term students will be introduced to the NEA.

How you are assessed

Component 1: Written exam - 50% of the final GCSE (100 marks)

- **1 hour and 45 minutes**
- There are 2 sections: **Section A: Core content** and **Section B: Textiles**
- Section A - Four questions - 40 marks
- Section B - Four questions - 60 marks
- Each question is set in a context.
- The paper will include open-response, graphical, calculations and extended-open-response questions.
- The paper will include questions that target mathematics – 15% of marks
- Calculators may be used in the exam (teacher will give out information regarding this)
- An understanding of underlying **scientific** principles is expected.
- One tier of assessment covering grades 1-9 new marking criteria.

Component 2: Non-Examined Assessment (NEA) - 50% of the final GCSE (100 marks)

- Students undertake a project that will test their skills in: investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study.
- Students are required to analyse a given contextual challenge from a range of three.
- Once they have selected the contextual challenge, students develop a range of potential ideas and then realise one through practical making activities.
- The project consists of a portfolio and a prototype.
- They must use ICT and CAD where appropriate.
- They must include photographs of the finished outcome and of the various stages of making.

Resources you will need

- A3 folder and flip file (can be purchased from Design & Technology Department)
- A3 paper (provided)
- Drawing equipment – HB pencils, colour pencils, black fine liner pen, rubber & sharpener.
- Edexcel Design and Technology –Textbook by Pearson
- You will be asked for a donation towards materials and if you require specialist materials or components you will have to buy this yourself.

Progression: A Level Product Design, employment in a design and technology based industry or fashion based

Arts Plus...Options

It is expected that the majority of students will select one subject from the *Arts plus...* section.

Students will need to provide a compelling reason why they will not take a Technology subject. This reason must be added to the option form for Mr Feldman's approval.

Art GCSE

Digital Information Technology - BTEC Tech Award

Creative Digital Media Production - BTEC Tech Award

Dance GCSE

Drama GCSE

Music GCSE

Media Studies GCSE

Physical Education GCSE



Art

OCR GCSE Art and Design

Introduction

Art and Design is both a form of communication and a means of expressing ideas and feelings. It is a visual language and we live in a world where the use of visual imagery and information influences every facet of our lives. Whether it be in paintings, advertising, films, theatre, photography, media, digital design, fashion, textiles, interior or furniture design, Art and Design is a subject which encompasses this very rich field of human activity and offers you a chance to work with ideas.

About the Syllabus- The OCR Specification is split into two components:

	Component Name	Requirements	Duration	Weight
1	Coursework Portfolio – work based on a chosen theme	Completion of a varied body of work that covers all four assessment objectives	From start of January in Y9 until December of Y10.	60%
2	Externally Set Task - based on an exam title, not previously seen	1 unit of work based on one of the exam titles, that covers all four assessment objectives	Externally set task - the paper is given out at the start of January during Y10. Students will have 8/10 weeks preparatory time and will then sit a 10 hour exam over two days	40%

What work will I need to produce for EACH of these components?

- You will need to make a range of art work based on your chosen theme/exam title. This will include researching artists that have a connection to your theme/title and that can inspire and influence your work.
- You will produce copies of your artists' work and comparative studies.
- You will produce a range of detailed, realistic drawings based on real objects/people/places
- You will take a good range of photographs (that you will be able to produce detailed drawings from) based on your theme.
- You will produce a variety of material experimentations, based on your theme, exploring and experimenting with different materials such as; paints, inks, collage, mixed media, printing techniques, 3D construction and Photoshop.
- You will produce a range of compositional designs showing different ideas influenced by your artist and chosen theme/title. These compositional designs will lead towards you making your final piece/s.

What will the course cover?

You will be required to work in at least **two** of the main areas of study:
Drawing, Painting, Printmaking, Photography, 3D studies and Mixed Media.

How is the course assessed?

There are **four** key assessment objectives:

A01 - develop ideas through investigations, demonstrating critical understanding of sources

A02 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03 - record ideas, observations and insights relevant to intentions as work progresses

A04 - present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Digital Information Technology BTEC

Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

A brief overview of the course

The course offers students the opportunity to:

- Develop important technical skills in data interpretation, data presentation and data protection.
- Covers aspects of user interface (UI) design and development
- Understanding the different types of cybercrime threats and how to mitigate against them
- Understand the importance of legal and ethical considerations when using modern technologies.
- This qualification will enable students to use project-planning tools, models and techniques within a digital context.
- Students will develop an understanding of what a virtual work environment is and how cloud technologies allow remote teams to work together more effectively.

Assessment

The qualification has three components. All components must be passed for a grade to be awarded

Components 1

Exploring User Interface Design Principles and Project Planning Techniques – Internally assessed - 30% of the course

User interfaces allow individuals and individuals in organisations to interact with digital technologies. The design of the user interface is crucial in ensuring that users are able to interact positively with their hardware devices. Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2

Collecting, Presenting and Interpreting Data – Internally assessed – 30% of the course

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information. This component will help to develop your understanding of how to represent information in different ways to give it more meaning. It will enable you to develop transferable data manipulation tools that you can use to make effective decisions in all areas of study and employment.

Component 3

Effective Digital Working Practices – External assessment – 40% of the course

This component will give you an opportunity to explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before.

Learners will explore how organisations use digital systems and the wider implications associated with their use. The external assessment takes the form of a set task/external assessment taken under supervised conditions, which will include questions totalling 60 marks. The test duration is 1 hour 30 minutes which is then marked and a grade awarded by Pearson.

Creative Digital Media Production

Pearson BTEC Level 1/Level 2 Tech Award in Creative Digital Media Production

This course gives you the opportunity to develop real media industry skills in digital video production, non-linear editing and sound design. This qualification is highly regarded by the media industry and will give you skills in creating new media and in the digital arts.

Why creative digital media production?

Creative Digital Media Production will equip you with practical, 'hands-on' creative skills to kick start a career or develop a keen interest in video production, animation, sound design or editing. It is just as suitable if you want to break into the digital media industry. Learn how to create, animate, shoot and edit with Creative Digital Media Production.

How will i be assessed?

You will have to complete three compulsory units and two optional units for a single GCSE equivalent award.

Components 1

Exploring Media Products – Internally assessed - 30% of the course

In this component, you will develop your understanding of how media products are created for specific audiences and purposes. You will explore the relationship between genre, narrative and representation in media products, and develop your understanding of how they are interpreted by audiences.

Component 2

Developing Digital Media Production Skills– Internally assessed – 30% of the course

In this component, you will develop practical media production skills and techniques. You will have the opportunity to specialise in audio/moving image. You will apply these skills and techniques to relevant pre-production, production and post-production processes when reworking an existing media product/s.

Component 3

Create a Media Product in Response to a Brief– External assessment – 40% of the course

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their practical skills to the creation of a media product in response to a brief. Learners will submit their ideas, pre-production planning and final media product in a portfolio of evidence. The task is worth 60 marks and will be completed under supervised conditions. The supervised assessment period is a maximum of nine hours.

Future opportunities in digital media

Creative media employment has provided around two million jobs in the UK and employment opportunities in the creative media sector are growing. There are approximately 182,000 businesses involved in the creative industry generating revenues of over £26 billion per year.

Creative Careers

Think about being a Director, Editor, Sound Designer or Sound Mixer...

You can study for a BTEC Creative Media qualification in Television and Film or Animation and Visual Effects in the Highlands Sixth Form with the opportunity to get a qualification equivalent to two A levels in Creative Media.

Dance

GCSE Dance AQA (8236)

What is GCSE Dance all about?

It is a very practical course that enables students to develop skills, knowledge and understanding of dance as choreographer, performer and critic. It is split into 2 components:

1. Performance and choreography 60%
2. Dance appreciation 40%

Will I enjoy this course?

If you want to study a subject that is very practical and creative – then yes! If you like creating and performing dance – then yes! Dance is 60% practical, with 30% choreography and 30% performance. Previous practical experience of dance would be very helpful, such as experience of either ballet or contemporary dance. If you have performed in school concerts, shows or assemblies or performed outside of school, this will most definitely help you. You may also have an interest in and have watched live dance or dance films. .

How does GCSE Dance follow on from what I have learned before?

GCSE Dance follows on your key stage 3 dance, developing your performing and choreographing to a higher level. You will also analyse dance work in more depth.

What about coursework? (60% of the GCSE grade)

Performance 30% of GCSE

Set Phrases

Students will learn three set phrases from the exam board and perform them through a solo performance (one minute in duration)

Duet/trio performance

Students will perform in a Duet/trio performance created by the teacher and students consisting of technical dance movement and the three set phrases (three and a half minutes in duration)

Choreography 30% of GCSE

Solo or group choreography

Students will create a dance based on a given stimulus set by the exam board, this can either be a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

All of the above are non-exam assessments, marked by the teacher and moderated by AQA.

What about exams? (40% of the GCSE grade)

The examination for GCSE Dance is a 1 hour 30 minutes exam in which you will be asked to demonstrate your knowledge and understanding of choreographic processes and performing skills, critical appreciation of own work and critical appreciation of professional works from the GCSE Dance anthology.

What other skills might I develop?

As a performer you will develop confidence and self-esteem. You will develop self and body awareness as well as sensitivity to others and team-working skills. As choreographer you will employ the skills of problem-solving and creativity. In directing others, you will develop interpersonal and communication skills. As a critic you will make informed decisions about the dances that you see.

Drama

GCSE Drama Edexcel (1DRO)

What is GCSE Drama all about?

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will have the opportunity to create your own work as well as look at plays written by other people and explore different ways of communicating ideas on stage. It is split into 3 parts:

Component 1: *Devising*. You and your group will create a piece of drama based on a stimulus. You will need to develop a portfolio to evidence *how* you created the piece and evaluate the impact of the final performance.

Component 2: *Performance from Text*. You will practically explore a play chosen by your teacher and perform two extracts from that play to an examiner.

Component 3: *Written Exam* with two sections: One part will be about a play you have studied where you will write as an actor, designer and director and one part will be about a production you have seen.

Will I enjoy this course?

If you want to study a subject that is both practical and creative – then yes! The course requires you to work as part of a team and you need to be ready to get up and go from the start! The more you put into the course - the more you will get out. It is the ideal course for those who want to create drama as much as those who want to perform.

How does GCSE Drama follow on from what I have learned before?

Drama GCSE follows on from the work you will have studied at key stage 3. You will develop your improvisation and acting skills to a higher level. You will also look at plays in more detail and explore different ways of bringing a script alive on stage.

What about exams?

There are two types of exam at GCSE: A practical **performance exam** (Component 2) and a **written exam** (Component 3). The written exam is 1 hour 30 minute exam and is worth 40% of your final mark. The practical exam will be of two scenes from the same play and will be worth 20% of the final mark.

What about controlled assessment?

The controlled assessment (Component 1) is worth 40% of your final grade and will be assessed in two ways:

- The **performance** of your devised piece (15 marks)
- The **portfolio** that you keep that explains how you developed the work. This might include images, mind maps, notes, annotations and essay style writing. (45 marks)

Both pieces of controlled assessment are marked by your teacher and moderated externally.

What other skills might I develop?

Drama is about being creative, problem solving and building self-confidence. You will also develop your communication and self-discipline skills through working as part of a team.

What about trips?

- We will take you to the theatre to experience a professional production. You will need to write about this production in your written exam. For example, GCSE students have already been to see *War Horse* at the National Theatre and *A Christmas Carol* at the Old Vic.
- We hope to invite a drama company into school to perform a show and work with you in a workshop on their style of theatre. For example, this year we have *Splendid Productions* coming to work with Year 9 on devising skills.

Media Studies GCSE

GCSE Media Studies AQA (8572)

What does the course involve?

- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries

What are the key concepts?

Media Studies revolves around a set of very simple ideas that, once you understand them, unlock the meaning of the text. Whether you are analysing or constructing a media text, you are expected to demonstrate your knowledge and understanding of the following concepts:

- Audience
- Genre
- Institution
- Narrative
- Media Forms
- Representation

Paper 1 Written exam: 1 hour 30 minutes • 84 marks • 35% of GCSE

This paper will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these areas: Section A will focus on industries and audiences and Section B will deal with the representations.

How it is assessed?

A range of questions relating to an unseen source and Close Study Products. An extended response question.

Paper 2 : 35% Written exam: 1 hour 30 minutes • 84 marks • 35% of GCSE

This paper will focus on three areas of the theoretical framework: industries, audiences and representation. There will be a balanced approach to these areas: Section A will focus on industries and audiences and Section B will deal with the representations.

How it is assessed?

Short, medium and extended response questions assessing depth of knowledge and understanding of the course

Non-exam assessment: creating a media product 30%

Application of knowledge and understanding of the theoretical framework.
Practical skills relating to the media format of their choice.

How it is assessed?

A choice of topics related to the annually changing over-arching theme • 72 marks • 30% of GCSE • Assessed by teachers • Moderated by AQA

Tasks

Students produce: a statement of intent and a media product for an intended audience.

Progression Opportunities

Key stage 5 BTEC Media programme.

Music

Music GCSE Edexcel 1Mu0

Is GCSE Music for me?

If you already practice an instrument or sing regularly - then yes! Perhaps you have performed regularly as a soloist and attended instrumental lessons. You may have performed with others as part of a school concert, choir, production, wind band, or rock group. If you already enjoy creating compositions, GCSE Music could be for you. Perhaps you have already used a computer program such as 'Garage Band' or 'Logic' to prepare an original piece. It is helpful to have a keen interest in exploring the creative possibilities provided by a range of recording equipment.

Remember that you need to sing or play an instrument or have produced music using ICT to a good standard to succeed in Music GCSE. Pupils who choose GCSE Music should have at least 2 years of instrumental or vocal tuition. The minimum standard required would be Grade 2 or equivalent at the start of the course.

If you have concerns about this then please discuss with Mrs Miller before applying.

How does GCSE Music follow on from what I have learned before?

GCSE Music follows on from work you will have done at key stage 3. You will develop your performing, composing and listening skills to a higher level. You will listen to a broad range of musical styles and use the ideas as the basis for your own pieces.

How is GCSE Music assessed?

- COMPONENT 1 Performing Music (30%)
- COMPONENT 2 Composing Music (30%)
- COMPONENT 3 Appraising Music (40%)

Component 1: Performing *Assessed by the teacher (60 marks)*

Content overview

- Solo performing
- Ensemble performing (2 or more live players)

Assessment overview

- Students perform for at least four minutes' combined duration.
- Solo performance: at least one minute in duration and one or more pieces
- Ensemble performance: at least one minute in duration and one or more pieces
- Each performance will be marked out of 30 marks.

Component 2: Composing *Assessed by the teacher (60 marks)*

Content overview

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview

- Students compose two compositions, of at least three minutes **combined** duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.

Component 3: Appraising *Written examination: 1 hour and 45 minutes (80 marks)*

Content overview

- Musical elements, musical contexts and musical language
- Areas of study:
 1. Instrumental Music 1700–1820
 2. Vocal Music
 3. Music for Stage and Screen
 4. Fusions.

Assessment overview

The paper is made up of two sections and is out of a total of 80 marks.

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

Physical Education GCSE

Physical Education GCSE (9-1) OCR (J587)

This new GCSE in Physical Education is designed to open your eyes to the amazing world of sports performance.

Why should I take this GCSE?

It provides clear insight into the field

The combination of physical performance and academic challenge provides an exciting opportunity. You will also learn about physical education through a range of different contexts and the impact it has on everyday lives.

It keeps the subject real

It encourages you to immerse yourselves in the world of sports and PE with the chance to perform sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport.

It provides skills for a modern world

You have the opportunity to develop a practical set of key skills, including dealing with pressure, split second decision-making, interpreting and analysing data, and more.

Accessible

The written papers in this course are designed in manageable bite size chunks rather than being massively long.

How will I be assessed?

1. Physical factors affecting performance (written exam - 60 marks - 1 hr - 30%)

This paper covers:

- applied anatomy
- physiology
- physical training.

2. Socio-cultural influences and sports psychology (written exam - 60 marks - 1 hr - 30%)

This paper covers:

- health
- fitness and well-being
- socio-cultural issues
- sports psychology.

3. GCSE Practical activity assessment (80 marks - non-exam assessment - 40%)

- Analysing and evaluating performance (AEP) 20 marks
- Performance in physical education in three activities 60 marks

A total of three activities are taken from the lists below:

- one or two can be taken from the Team Activity List
- one or two can be taken from the Individual Activity List

It is essential that students are playing regular sport both inside and outside of school from the lists below in order to access this GCSE.

Team Activity	Restrictions and allowances
Association football	Cannot be five-a-side or futsal.
Badminton	Cannot be assessed with singles.
Basketball	
Blind cricket	
Camogie	Cannot be assessed with hurling.
Cricket	
Dance	Cannot be used as both a Team and Individual activity.
Gaelic football	
Goal ball	
Handball	
Hockey	Field Hockey only – no ice or roller hockey.
Hurling	Cannot be assessed with camogie.
Lacrosse	
Netball	
Powerchair football	
Rowing	Cannot be assessed with sculling, canoeing or kayaking. Cannot be used as both a Team and Individual activity.
Rugby League	Cannot be tag rugby. Cannot be assessed with Sevens or Union.
Rugby Union	Can be assessed as sevens or fifteen a side. Cannot be tag rugby. Cannot be assessed with Rugby League.
Squash	Cannot be assessed with singles.
Table cricket	
Table tennis	Cannot be assessed with singles.
Tennis	Cannot be assessed with singles.
Volleyball	
Wheelchair basketball	
Wheelchair rugby	

Individual Activity	Restrictions and allowances
Amateur boxing	
Athletics	
Badminton	Cannot be assessed with doubles.
Boccia	
Canoeing	
Cycling	Track or road cycling only.
Dance	Cannot be used as both a Team and Individual activity.
Diving	Platform diving.
Equestrian	
Golf	
Gymnastics	
Kayaking	Cannot be assessed with sculling, canoeing or rowing.
Polybat	
Rock climbing	Can be indoor or outdoor.
Sculling	Cannot be assessed with kayaking, canoeing or rowing.
Skiing	Must take place on snow, but can be indoor or outdoor. Cannot be assessed with snowboarding.
Snowboarding	Must take place on snow, but can be indoor or outdoor. Cannot be assessed with skiing.
Squash	Cannot be assessed with doubles.
Swimming	Cannot be synchronised.
Table Tennis	Cannot be assessed with doubles.
Tennis	Cannot be assessed with doubles.
Trampolining	