

**Highlands School**



**Key Stage 4  
Curriculum  
& Options  
2019**



**YEAR 10**

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# **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 Hussey 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.careersoft.co.uk/sign-in](http://www.careersoft.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 7.15 pm**

#### **Thursday 7 February 2019 7.15 pm**

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.

### **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.*



## **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.

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



## **Economics**

### **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 6<sup>th</sup> form.

## **AS Psychology**

### **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.

## **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**

## **Child Development**

### **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 nutritional 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 1<sup>st</sup> 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.**

## **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.