



HEDINGHAM SCHOOL
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

**KEY STAGE 4
CURRICULUM**

2019 - 2021

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INTRODUCTION

INTRODUCTION

This booklet is intended to be a guide for you while you are selecting courses to study over the next two years. It contains advice about how to make choices and descriptions of courses offered. It is not the only help available. In school your tutors, subject teachers and senior staff will all offer you advice and guidance, but it is also very important that you discuss your choices with your parents.

There are **Core Subjects** that everyone must do. These are essential areas of learning for all young people as they develop vital skills and understanding. They are English, Maths, Science and PE. All students must also opt to study either History or Geography.

At Hedingham there is also a wide range of subjects on offer from which you will make choices. We will be providing guidance because it is important for all young people to study a balanced set of courses. This allows you the opportunity to make choices later about your career or educational future beyond Year 11. Each subject area has a particular contribution to learning and understanding. They allow you and other students to follow different pathways for learning.

There is a wide range of traditional academic courses and with some vocational courses. Most courses lead to GCSE but some are BTEC courses which are assessed by coursework and help students to explore a particular area of the world of work.

RE, Citizenship, Computing and other aspects of Personal Education are delivered through the wider curriculum. They may occur on all or part of a school day in place of the usual timetabled lessons.

Every effort will be made to ensure that you will be able to study the subjects you select, but this may not always be possible. You must list your chosen courses in your order of preference. Place at number one the course you most want to do, then your second favourite choice, and so on. Where there is a problem it will be discussed with you and your family before any final decision is made.

It is also possible that subjects will be withdrawn if not enough students choose them.

Studying a balanced set of courses means that there are many possible choices to be made at 16. The courses you select for Year 10 have been planned so that they may be developed further in our extensive Sixth Form programme. You may also decide to go onto college or some other form of training or further education.

All GCSE subjects now follow the new reformed qualifications. These qualifications are graded numerically rather than via the traditional A*-G. The new grading system operates from 1-9 with 9 being the highest possible grade.

Thursday 28 February

Assembly—Period 1
Choices Booklet: explaining Year 10 courses published to students
Choices Booklet published on Website

Week beginning 4 March

Support in Tutorial Sessions plus subject talks in Learning Centre

Thursday 14 March

Year 9 Curriculum and Parents Evening: to explain the
Guided Choice process, answer questions and allow
discussions with teachers about course selections

Monday 25 March

The Guided Choice sheet is to be returned to
Form Tutors

CHOOSING COURSES

You have to choose the courses which are right for you and this is a very important decision. They must help you in the future. You may already have a career that you would like to follow or particular interests that you would like to extend. Be careful that decisions on your subjects do not reduce your choices in the future.

Broad and Balanced Curriculum

You should be thinking about selecting a broad range of subjects. Each subject can make a significant contribution to your learning, understanding and skills. Breadth of subjects allows for further study and support for a wide range of possible career choices. The Government has promoted the idea of an English Baccalaureate where students are recognised if they gain 5 or more passes at GCSE in the following subjects: Maths, English, two Sciences and either Geography or History, French or German. This is a programme which should be considered carefully, and may be appropriate for many students but it is not suitable for everyone.

Another approach to breadth is to select a subject from a range of areas of study:

The Arts:

Art, Drama and Music (BTEC)

Design:

Food, Graphic Design, Textile Design and Three Dimensional Design

The Humanities:

Geography, History and Philosophy and Ethics

A Modern Foreign Language:

French and German

Information Communication Technology

Computer Science
Information Communication Technology
Business Studies

Vocational Courses

Vocational courses are linked closely to the world of work and offer a different approach to study. They have a greater emphasis on coursework rather than examinations. Within the core there are BTEC Level 2 courses in Dance, Sport and Leadership which lead to the equivalent of one GCSE. Within the guided choice there are also BTEC Level 2 courses in Music and ICT which are the equivalent of one GCSE.

Think carefully before making your final choices as places are limited and you will not be able to change courses once you have chosen what you wish to study.

HOW TO MAKE YOUR DECISION!

WHAT TO DO!

- Discuss all your decisions with your teachers and family. This will help you make the right decision for **you**.
- Choose subjects that you are interested in. You have two years of study ahead of you and it will be hard to motivate yourself if you don't enjoy the work.
- If you know what you want to do when you leave school, make sure you check to see if there are any particular qualifications you need. Don't find out in two years time that you should have taken a certain subject!
- If you are not sure what you want to do - don't worry. Lots of people don't know at your age. The guidelines are there to make sure you take a balanced range of subjects, so that no doors will be closed to you in the future.

WHAT NOT TO DO!

- Don't make a decision until you have all the facts. You have over three weeks to discuss your choices, think about them and make up your mind carefully.
- Don't choose a subject just because your friend is doing it! Think about what **you** want to do.
- Don't take/not take a subject because you like or dislike the teacher. The chances are that you might not have them next year.

Key Stage 4 Curriculum 2019 — 2021

(8 lessons per fortnight)	English	(8 lessons per fortnight)	Maths	(9 lessons per fortnight)	Science	(5 lessons per fortnight)	PE	(5 lessons per fortnight)	History OR Geography	Guided Choices
										Art Business Studies Cambridge National in Child Development Computer Science Creative IT Drama French Food Preparation & Nutrition German Geography History Media Music BTEC Philosophy & Ethics Separate (Triple) Sciences DT— <u>choose only one from:</u> Graphic Design, Textile Design or Three Dimensional Design

Core

Guided Choices

PLEASE NOTE

The Government has promoted the idea of an English Baccalaureate where students are recognised if they achieve 5 or more passes at GCSE in English, Maths, two Sciences, a Humanity (Geography or History) or a Foreign Language. This is a programme which should be considered carefully, and may be appropriate for many students but it is not suitable for everyone.

CORE SUBJECTS

Everyone must study:

English

Mathematics

Science

PE

Either History or Geography

WHY STUDY ENGLISH LANGUAGE AND ENGLISH LITERATURE?

Studying English Language and English Literature provides students with the opportunity to extend their understanding of the need to communicate successfully in an increasingly media-oriented world and increases awareness of the world around them. Exploring and analysing the language of communication is an exciting part of English Language GCSE. Participating in speaking and listening activities which build students' confidence is an integral part of English GCSE.

Assessment Objectives

English Language investigates how writers use narrative and descriptive techniques to engage readers as well exploring how different writers present similar topics over time.

English Literature provides the opportunity to develop critical reading skills through the study of poetry, plays and a nineteenth century novel.

You will be assessed through the use of regular mock exams with the final external examination for literature being sat in the summer of Year 10 and the final language exam in the summer of Year 11.

Element of the course – English Language	Mark
English Language Examination	100%

Element of the course – English Literature	Mark
English Literature Examination	100%

THE RANGE OF ENGLISH GCSES AVAILABLE

The course is separated into two elements – English Language and English Literature.

Students will study English Language and English Literature separately as one year courses, which are assessed by external examination.

For students who enjoy English and are likely to pursue English 'A' levels, studying English Language and Literature courses will furnish them with additional knowledge, understanding and skills that will prepare them for the study of either English Language or English Literature at 'A' level. Students would be expected to achieve a grade 6, preferably a grade 7 at GCSE to progress to 'A' level.

For further details of this course, talk to **Miss Butler** or your English teacher.

WHY STUDY MATHEMATICS?

GCSE Mathematics covers many of the basic skills you will require throughout your life. Consequently it is a compulsory subject for all students in Years 10 and 11. You will employ many of the skills learnt in GCSE Mathematics in the other subjects 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 Design & Technology you will need to use measures and make scale drawings. Most College and Sixth Form courses require GCSE Maths as an entry requirement, as do many jobs and careers.

WHAT DOES THE COURSE INVOLVE?

GCSE Mathematics covers a wide range of basic Mathematical knowledge and skills, grouped into six areas:

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

While studying Mathematics you will be expected to:

- use Mathematical skills and knowledge to solve problems
- use logic and reason to solve problems
- break down problems into small steps in order to solve them
- use the Mathematics that you learn to solve problems that might happen in real life
- learn how to use a calculator to solve problems quickly and effectively

HOW WILL I BE ASSESSED?

You will be assessed via three written examinations which include one non calculator and two calculator papers.

WHAT COULD I DO NEXT WITH 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.

For further details of this course, talk to **Mrs Woodley** or your Mathematics teacher.

WHY STUDY SCIENCE?

Studying science provides students with a knowledge and understanding of the natural world, the skills of investigation and experimentation and an appreciation of the importance of science to individuals and society. Science GCSEs provide insight into and experience of how science works, stimulating learners' curiosity and encouraging them to engage with science in their everyday lives and to make informed choices about further study and about career choices.

Assessment Objectives

The Science courses are all assessed by 100% examination. There is no Controlled Assessment or coursework element.

There is now an increased mathematical requirement in this course.

Core practical's are assessed through the examination.

Question papers are targeted at either foundation or higher tiers.

THE RANGE OF SCIENCE GCSES AVAILABLE

Most students in Years 10 and 11 will study 9 periods of science a fortnight. The majority of students will complete a course in Combined Science (GCSE 9-1) which leads to 2 GCSEs. Alternatively, more able students who attain a specific level for their end of KS3 Science and Mathematics Tests may opt to spend a further 5 periods per fortnight following a two year course in the separate (triple) sciences (Biology, Chemistry and Physics) as a 'Guided Choice'. This will result in attaining 3 GCSEs.

The most appropriate programme for the majority of students will comprise of the Combined Science (9-1). This choice is also adequate preparation for those students who may decide to study one or more Science A levels provided they attain the appropriate level.

For students who enjoy science and are likely to pursue science 'A' levels, studying the separate sciences will provide further opportunities to develop their interest and enthusiasm for science as well as furnish them with additional knowledge, understanding and skills that will prepare them for the study of science at 'A' level.

For further details regarding Combined Science (GCSE 9-1) or Separate Sciences see:
www.edexcel.com

If you require further information about any of the options available please contact **Dr Finn** or any other member of the Science Learning Area.

PHYSICAL EDUCATION

All students will follow an accredited course within their KS4 programme. The course will be an extension of the work that students will have already been doing within KS3. With this in mind, there will be no student option process. Through a comprehensive assessment process within KS3, we are in a position to identify the appropriate course for individuals to follow within KS4, with both achievement and student enjoyment being central to this decision.

We will guide students towards appropriate accredited courses that meet their individualised needs, as well as continue to motivate and enthuse students towards practical activity by exposing them to a balanced and varied programme of team and individual sports.

All students will follow either BTEC Sport or BTEC Dance. The details of each of these courses are included below.

BTEC SPORT

WHAT DOES THE COURSE INVOLVE?

During the course students will learn about the many facets of the sports sector as well as experiencing different roles within practical sport (such as performers, leaders, officials and coaches). In addition students will have the opportunity to further their skills in a range of individual and team sports.

The Units that students study are:

- Leading Sporting Activities
- Training for Personal Fitness
- Fitness for Sport & Exercise
- Practical Sports Performance

Each of these units has elements which are delivered in the classroom and some elements that are delivered practically. Any opportunity to deliver any part of the course in a practical lesson will be taken.

HOW WILL I BE ASSESSED?

In addition to an exam in Fitness for Exercise, students are assessed by a number of coursework assignments that are completed within each of the three other units. Students have to gather a range of evidence to complete the assignments. Deadlines are set regularly for each assignment which must be met.

WHAT OTHER THINGS SHOULD I CONSIDER?

The BTEC qualification allows students to still participate practically in sport but be assessed via coursework projects which consist of examples of activities completed within PE lessons.

WHAT COULD I DO NEXT WITH PE?

The BTEC course provides a wide range of knowledge and skills which act as an excellent foundation to an employment environment. Alternatively, the qualification can be used as a base for progression towards further education qualifications.

For further details of this course please contact **Mr Sergeant** or any of your **PE teachers**.

WHAT DOES THE COURSE INVOLVE?

The BTEC Level 2 Tech Award in Performing Arts (Dance) allows students to develop both their theoretical and practical knowledge of dance through vocational contexts. Students will develop key skills such as:

- development of key skills that prove students' aptitude in dance, such as reproducing repertoire or responding to stimulus
- process that underpins effective ways of working in dance, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in dance, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

Students will study three components over the two years:

Component 1 & 2

Component 1 & 2 are internally assessed. The components aim to develop core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to them, such as practitioners' roles, responsibilities, skills and techniques. Students are expected to develop and apply skills, such as practical and interpretative, rehearsal and performance in dance through workshops and classes. Reflective practice to develop their skills and techniques will take place regularly as students are required to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.

Component 3

Component 3 is an externally assessed component which is based on a key task that requires students to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The key task requires students to apply performance skills and techniques in response to a brief and stimulus, developing a group workshop performance for a selected audience.

WHAT COULD I DO NEXT WITH BTEC DANCE?

The BTEC dance course allows students to acquire knowledge and skills which acts as an excellent foundation to an employment environment. The qualification can contribute to a students' overall GCSE score to progress to further education such as A Levels or Level 3 programmes.

For further details of this course please contact **Mrs Cook**, Leader of Performing Arts

WHY STUDY GEOGRAPHY?

“Geography is the spatial science; helping us all to better understand the world’s people, places and environments and the interactions between them – whether at the local, national or global scales.”

Dr Rita Gardner CBE, Director of the Royal Geographical Society (with IBG)

Geography is recognised by the Government as one of the family of English Baccalaureate GCSE subjects. Studying Geography will enable you to better understand the world in which you live and the challenges which it faces in the 21st century. It will go very well with all of your other academic subjects including History, Science or Business Studies.

We will offer the new Edexcel B specification from September 2016. This organises ideas thematically according to place across three components. Each component includes a mixture of Human and Physical Geography.

HOW WILL I BE ASSESSED?

You will sit three examinations at the end of Year 11. This course is only assessed by exam.

1. Global Geographical Issues. You will study three topics in this unit

- **Hazardous Earth** which includes the world’s climate, climate change, tropical cyclones and tectonic hazards
- **Development Dynamics** which includes study of global inequalities, economic growth and development in an emerging country
- **Challenges of an Urbanising World** which includes how and why cities change over time, megacities and challenges of population growth.

This exam will be 1½ hours long and worth 37.5% of your grade

2. UK Geographical Issues You will study two topics and complete fieldwork in this unit.

- **The UK’s evolving physical landscape** including geology, coasts and rivers.
- **The UK’s evolving human landscape** including population, economic change, the challenges faced by both cities and rural environments.
- There is a **requirement** to complete two days **fieldwork** in this component.

This exam will be 1½ hours long and worth 37.5% of your grade. It will include questions designed to assess your ability to understand a geographical enquiry process and how to complete fieldwork.

3. People and Environment Issues. You will study three topics and develop decision making skills.

- **People and the biosphere** which examines the world’s biomes.
- **Forests under threat** which explores the threats and management options facing different forest biomes.
- **Consuming energy resources** considers our energy needs and how we should meet these in the future.

This exam will be 1½ hours long and worth 25% of your final grade. It will include an extended written answer asking you to justify a decision.

ANYTHING ELSE TO CONSIDER?

This subject is interesting and relevant but does require a good level of both literacy and numeracy. It provides the opportunity for fieldwork and will complement many other subjects. Looking beyond GCSE this course provides an excellent basis for the Geography A Level course we offer in the Sixth Form, the Russell Group of universities has selected Geography as one of their preferred ‘facilitating’ A Level subjects to support an application to degree courses; and Geography Graduates experience low levels of graduate unemployment due to the wide variety of skills which Geography develops.

You must be prepared to participate in the two days of fieldwork required by the course.

For further details of this course, talk to **Miss Salmon** or your Geography teacher.

WHY STUDY HISTORY?

There are still many people who believe history to be a dull and boring study of dates, Kings, Queens and battles. This could not be further from the truth! History is very relevant to everyone because our future is decided by what we do today, and our present has been shaped by the past! We study it to investigate how and why people in different ages lived, how their way of life, beliefs and attitudes have affected the societies we live in and what were the moral dilemmas faced by great politicians and ordinary people alike.

WHAT DOES THE COURSE INVOLVE?

We will be studying the new Edexcel Specification. It contains three exams taken at the end of Year 11.

Paper 1: A Thematic Paper with Historic Environment

Crime and Punishment in Britain with Whitechapel, c1870-1900: crime, policing and the inner city

You will be investigating the nature and changing definitions of criminal activity and the nature of law enforcement and punishment over four time periods. Each time period contains a case study, for the influence of the church on crime and punishment and the treatment of conscientious objectors in the First and Second World War.

For the Historic Environment study you will be researching the local area of Whitechapel regarding the organisation of policing and the developments of investigative techniques.

This Paper is worth 52 marks and is 30% of your overall mark. Your Paper will last 1 hour and 15 minutes.

Paper 2: Period Study and British Depth Study

The American West c1835-c1895 and Early Elizabethan England 1558-88

The American West topic focuses on the Plains Indians and their beliefs and way of life, the development of the Plains and how the settlement of the west affected the life of the Plains Indians and conflicts and conquests; the destruction of the Plains Indians way of life.

The Depth Study focuses on Queen Elizabeth, her government and religious issues and challenges to Queen Elizabeth at home and abroad.

This Paper is worth 64 marks and is 40% of your overall mark. Your Paper will last 1 hour and 45 minutes.

Paper 3: Modern Depth Study

The USA, 1954-75; conflict at home and abroad

This study is divided into four topics. The development of the Civil Rights movement; Protest, progress and radicalism; the US involvement in the Vietnam War; Reactions to and the end of US involvement in Vietnam.

This Paper is worth 52 marks and is 30% of your overall mark. Your Paper will last 1 hour and 20 minutes.

WHAT OTHER THINGS SHOULD I CONSIDER?

History develops a wide range of skills that can be useful in many areas of employment and also at university. For example you will learn to analyse a range of historical sources to independently research information, to record your findings in a concise manner and to draw your own conclusions supported by evidence. All of these will be useful when completing a dissertation or research project at university, in areas of education, law, medicine, psychology, journalism, administration, museums, local councils, publishing or in the police force!

More than anything, History is an interesting and involving subject. Our students do not just look at events, they also look at how the consequences of the events affect people and the future. Last year one of our students told us, "I like History because it is fun, enjoyable and you study 'horrible, bloody things.' Learning from the past has made me think about the future – studying History is the way forward."

For further details of this course, see **Mrs Reed** or your History teacher.

GUIDED CHOICES

GUIDED CHOICES

Guided Choices 2019 - 2021

You must choose to study either HISTORY or GEOGRAPHY as part of the Core.

You may then choose three further subjects from the box below.

Think seriously about which subjects will help you in your future adult and working life. Consider the idea of Entitlement - continuing to study an Arts subject, a Design & Technology subject, a Humanity, a Modern Foreign Language and Information Communication Technology.

Guided Choices:

**Art Business Studies Cambridge National in Child
Development Computer Science Creative IT Drama
French Food Preparation & Nutrition Geography
German History Media BTEC Music
Philosophy & Ethics
Separate (Triple) Sciences
Design: Choose only one from
Graphic Design, Textile Design and
Three Dimensional Design**

You can only choose one Design subject from: Graphic Design, Textile Design and Three Dimensional Design.

Food Preparation & Nutrition is a separate option and can be taken alongside any of the above courses.

Certain students will be invited to take part in a Skills course instead of 1 choice to help them cope with the pressure of GCSE courses. These students will be contacted on an individual basis.

You must list your chosen courses in order of preference. Place at Number 1 the course you most want to do, then your second favourite and so on.

GUIDED CHOICE COURSE DETAILS

WHY STUDY ART & DESIGN?

A strong drawing basis is the main emphasis of this course.

WHAT DOES THE COURSE INVOLVE?

Students are encouraged to work from real life, including collected objects or a large still-life relating to a particular theme, landscape and the figure.

From this, students will develop a range of skills and techniques and produce work in their sketchbooks and for their exhibition and portfolios.

HOW WILL I BE ASSESSED?

OCR Coursework - 60% of the marks

During your course you will be expected to cover three units of coursework; Still Life and Landscape in Year 10 and The Figure in Year 11.

Each coursework unit should include preparatory and sketchbook work related to final pieces in a chosen area of study, linked to an established artist.

OCR Controlled Test – 10 hours = 40% of the marks

You will be required to respond to one starting point given by the exam board. There will be a preparatory period of 8-9 weeks, followed by a 10 hour exam.

You will be expected to produce preparatory studies, research in your sketchbook and a final piece.

WHAT OTHER THINGS SHOULD I CONSIDER?

As an art student you will need to buy equipment for the course. Your Art teacher will issue an equipment list during the summer term.

For further details of this course, talk to **Ms Crawley** or your Art teacher.

WHY STUDY BUSINESS STUDIES?

No matter what you do in life you will work for a business, be it your own or someone else's! Following a GCSE in Business Studies will provide you with a unique insight into the world of work.

WHAT DOES THE COURSE INVOLVE?

Through its study, you will discover how businesses operate and learn about their key elements and essential business functions. You will gain business knowledge, understanding and skills, looking at current events in local, national and global contexts. You will also look at running a small business, the employees, marketing, production and finance. Learners also consider business ethics and the impact of business on the environment. You will develop as an independent learner and will be encouraged to use an enquiring, critical approach to distinguish facts from opinions, form arguments and make informed judgments.

This course prepares students for further study of business and business-related subjects, including A-level Business Studies and beyond. If you are a budding entrepreneur or looking to be successful in the future then this is the course for you.

HOW WILL I BE ASSESSED?

The Business Studies Exam Board is OCR and consists of two units as follows:

Content Overview	Assessment Overview	
Business Activity Marketing People	Business 1: 80 Marks 1 Hour 30 Minutes Section A: Multiple choice questions Section B: Short, medium and extended response style questions which use stimulus material that draws on real business contexts.	50% of total GCSE
Operations Finance Influences on business The interdependent nature of business	Business 2 80 Marks 1 hour 30 minutes Section A: Multiple choice questions Section B: Short, medium and extended response style questions which use stimulus material that draws on real business contexts.	50% of total GCSE

For further details of this course, talk to **Mr Illingworth**.

GCSE GRAPHIC DESIGN

WHY STUDY GRAPHIC DESIGN?

The new GCSE in Graphic Design is an exciting new GCSE subject being offered this year for the first time. This new GCSE provides additional freedom and opportunities for students to work within a range of materials including card, foam board and acrylic. The graphic design work will require strong creative and modelling skills including free hand drawing and computer aided design skills. Written work will mainly be completed and presented on computer based formats.

HOW WILL I BE ASSESSED?

<p>Non-exam assessment (35 hours)</p> <p>Students complete this work in school over two terms in Year 11. Students set their own design brief.</p>	<ul style="list-style-type: none">· Research and investigation 15%· Design and development 15%· Analyse and evaluate 15%· Making and practical skills 15%	<p>60% of GCSE undertaken in Year 11</p>
<p>Set task (10 hours) presentation time.</p> <p>Students present this work in school over two full days in year 11 and have a choice from five set briefs which students can research, practise and prepare for well in advance of the set task.</p>	<ul style="list-style-type: none">• Research and investigation 10%• Design and development 10%• Analyse and evaluate 10%• Making and practical skills 10%	<p>40% of GCSE undertaken in Year 11</p>

WHAT OTHER THINGS SHOULD I CONSIDER?

This course is aimed at and suited to students who are considering following careers in areas such as Advertising, Illustration, Animation and any other design career that requires designing and making within a graphical context.

The GCSE in Graphic Design is completely coursework based with no written examination and will therefore require students to be fully committed to the time and effort required to produce high quality design and practical work throughout the GCSE course.

For further details of these courses see: **Mr. Rutter, Miss. Powell or Miss. Westbrook.**

GCSE TEXTILE DESIGN

WHY STUDY TEXTILE DESIGN?

The new GCSE in Textile Design is an exciting new GCSE subject being offered this year for the first time. This new GCSE provides additional freedom and opportunities for students to work within a wide range of fabric materials. The textile design work will require strong creative and practical skills including free hand drawing and making skills along with some computer aided design and manufacturing skills. Written work will mainly be completed and presented on computer based formats.

HOW WILL I BE ASSESSED?

<p>Non-exam assessment (35 hours)</p> <p>Students complete this work in school over two terms in year I I. Students set their own design brief.</p>	<ul style="list-style-type: none">• Research and investigation 15%• Design and development 15%• Analyse and evaluate 15%• Making and practical skills 15%	<p>60% of GCSE undertaken in Year I I</p>
<p>Set task (10 hours) presentation time.</p> <p>Students present this work in school over two full days in year I I and have a choice from five set briefs which students can research, practise and prepare for well in advance of the set task.</p>	<ul style="list-style-type: none">• Research and investigation 10%• Design and development 10%• Analyse and evaluate 10%• Making and practical skills 10%	<p>40% of GCSE undertaken in Year I I</p>

WHAT OTHER THINGS SHOULD I CONSIDER?

This course is aimed at and suited to students who are considering following careers in areas such as Fashion Design, Costume Design, Jewellery Design, Interior Design and any other career that requires designing and making using textiles and associated materials.

The GCSE in Textile Design is completely coursework based with no written examination and will therefore require students to be fully committed to the time and effort required to produce high quality design and practical work throughout the GCSE course.

For further details of these courses see **Mrs Pretty**.

GCSE THREE DIMENSIONAL DESIGN

WHY STUDY THREE DIMENSIONAL DESIGN?

The new GCSE in Three Dimensional Design is an exciting new GCSE subject being offered this year for the first time. This new GCSE provides additional freedom and opportunities for students to work within a wide range of materials including timber, metals and plastics. The three dimensional design work will require strong creative and practical skills including free hand drawing and making skills along with computer aided design and manufacturing skills. Written work will mainly be completed and presented on computer based formats.

HOW WILL I BE ASSESSED?

<p>Non-exam assessment (35 hours)</p> <p>Students complete this work in school over two terms in year 11. Students set their own design brief.</p>	<ul style="list-style-type: none"> • Research and investigation 15% • Design and development 15% • Analyse and evaluate 15% • Making and practical skills 15% 	<p>60% of GCSE undertaken in Year 11</p>
<p>Set task (10 hours) presentation time.</p> <p>Students present this work in school over two full days in year 11 and have a choice from five set briefs which students can research, practise and prepare for well in advance of the set task.</p>	<ul style="list-style-type: none"> • Research and investigation 10% • Design and development 10% • Analyse and evaluate 10% • Making and practical skills 10% 	<p>40% of GCSE undertaken in Year 11</p>

WHAT OTHER THINGS SHOULD I CONSIDER?

This course is aimed at and suited to students who are considering following careers in areas such as Architecture, Product Design, Automotive Design, Furniture Design and any other design or engineering career that requires designing and making within a three dimensional context.

The GCSE in Three Dimensional Design is completely coursework based with no written examination and will therefore require students to be fully committed to the time and effort required to produce high quality design and practical work throughout the GCSE course.

For further details of these courses see **Mr Gamble or Mr Rutter.**

WHY STUDY DRAMA?

Study Drama if you enjoy working with others, have a lively imagination and a keen interest in Theatre. Drama builds confidence, improves communication skills and allows you to be creative. Like all the Arts, Drama helps us make sense of the world.

GCSE Drama is not only for students who wish to pursue a career in the Arts, through the course you will enhance your confidence, communication, presentation, problem-solving, collaborative and leadership skills- all of which are transferable and valuable to any career and/or future study.

WHAT DOES THE COURSE INVOLVE?

COMPONENT 1: Understanding Drama 40%:

- Study of one set play- Blood Brothers. This is explored through both practical and written approaches.
- Reviewing of a live theatre performance.

COMPONENT 2: Devising Drama 40%:

- Creating your own work based on a stimulus/theme of your choice.
- Performance of the work created.
- Evaluation of the work created.

COMPONENT 3: Texts in practice 20%

- Performance of two scripted extracts- these are chosen according to students' preference and skill.

HOW WILL I BE ASSESSED?

1. Written exam 1hr 45 minutes
2. Devising log and performance assessed by teacher, moderated by Exam Board
3. Performances to visiting examiner

AREAS OF STUDY

- Characteristics of performance texts and dramatic works
- Social, cultural and historical contexts
- Drama and theatre terminology and how to use it appropriately
- Roles and responsibilities of theatre makers in contemporary professional practice
- Interpreting text for performance
- Analysis of live theatre performance
- Create and develop ideas to communicate meaning in a devised performance

WHAT OTHER THINGS SHOULD I CONSIDER?

In order to enjoy the course, you must have enjoyed Drama in lower school, or have been part of Drama/performance groups outside of school. You should be keen to attend visits to the theatre organised by the Drama department to see a variety of plays. Whilst you do not need to be a natural performer, you should be committed to developing your performing skills. You will certainly need to rehearse outside of lesson time in the lead up to assessments.

You will also need to be prepared to be filmed for assessment purposes.

For further details of this course, talk to **Miss Challis**

FOOD PREPARATION & NUTRITION

WHY STUDY FOOD PREPARATION & NUTRITION:

Students studying food will have the opportunity to identify and solve real problems by designing and making products in a wide range of context relating to various scenarios.

There will be the opportunity to analyse and evaluate situations, design and make products and then appraise them.

Students will carry out activities related industrial practices when designing and making products.

A knowledge of nutritional needs and food choices, hygiene and safe working practices are developed throughout the course.

WHAT DOES FOOD PREPARATION & NUTRITION INVOLVE?

In Year 10 student's complete a variety of tasks in preparation for Year 11.

In Year 11 student's complete their coursework which includes practical tasks and experiments.

Coursework	Food Investigation 15% Food Preparation Assessment 35%	50%
Terminal Examination	Single Tier (1.45hours)	50%

HOW WILL I BE ASSESSED?

Note: Students are expected to provide **all** the ingredients for practical tasks. (Ingredients are required at least once a week through this course.

For further details of this course see **Miss Powell**

CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT

WHY STUDY CHILD DEVELOPMENT?

This qualification will allow students to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology. In the UK about 3 million people work in the Health and Social Care sector with a large proportion of those working directly with children. The child care industry is growing in the UK and this course will provide a stimulating and rewarding career for anyone who chooses it.

WHAT DOES THIS COURSE COVER?

All students will study three mandatory topics as follows:

Health and well-being for child development

This unit underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety.

Understand the equipment and nutritional needs of children from birth to five years

In this unit, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes.

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

In this unit, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms.

How will I be assessed?

Unit 1 is assessed through an externally set exam at the end of year 1. Both units 2 and 3 are assessed through coursework which is completed throughout the two years of study and is assessed externally by the OCR exam board.

Where will this take me?

Knowledge gained in this qualification would be of use for further studies in Health and Social Care, Psychology, Sociology, PHSE, Biology and other child development qualifications. Evaluation skills are also developed, which would be of use in further studies in many future areas of study. Researching, planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied to many subject areas and career paths.

What other courses go well with Child Development?

This course will complement any programme of study as it is unique in its content but the skills required such as evaluation, research and analysis are core to all of the GCSE subjects that are on offer.

Where can I find out more?

For further details about this course please see **Mr Batch – Leader of Vocational Education**

GCSE COMPUTER SCIENCE (AQA)

WHY SHOULD I STUDY GCSE COMPUTER SCIENCE?

Do you want to learn how to program computers using a professional programming language? Do you want to know how the internal components of a computer system function? Do you want to know about how information is transferred across the internet? If so, then GCSE Computer Science is the course for you.

In GCSE Computer Science you will develop a range of skills using Python 3, a programming language currently used by Google, Dropbox and Youtube in the development of their computer systems. You will learn how to create coded solutions to a variety of problem-solving scenarios and how to create professional project documentation.

Alongside the practical programming skills, you will develop your knowledge of a wide range of theoretical elements of Computer Science including: how Binary and Hexadecimal can be used to communicate with computers, how images, sounds and characters can be represented within a computer and how data can be compressed and sent across networks such as the internet. You will also develop your knowledge of the internal components of computer systems, looking at how different hardware connects to one another and how data can be broken down and transferred across different types of networks. With Cyber Security being an ever-growing area of importance in Computer Science, you will also study how hackers attempt to breach security measures and the skills and techniques employed by programmers to help combat these types of threats.

WHAT DOES THE COURSE INVOLVE?

During the Computer Science GCSE, you will cover 9 main areas of study:

1.	The Fundamentals of Algorithms	2.	Programming Concepts
3.	The Fundamentals of Data Representation	4.	The Fundamentals of Computer systems
5.	The Fundamentals of Computer Networks	6.	The Fundamentals of Cyber Security
7.	Aspects of Software Development	8.	The Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
9.	The Programming Project		

HOW WILL I BE ASSESSED?

You will be assessed on your knowledge through two, 1 hour 30-minute exam papers. The exam papers will test your theoretical knowledge as well as your ability to solve computational problems, hand-trace algorithms and to determine how well you are able to apply your computational knowledge to a range of given scenarios. Both exam papers will consist of a mix of multiple choice, short-answer and long-answer questions.

Programming Project

	Paper 1: Computational thinking and problem solving	Paper 2: Written Assessment
Content	Areas of study 1 to 4	Areas of study 3 to 8
Marks	80 marks available	80 marks available
Percentage	50% of final GCSE	50% of final GCSE

As well as your two exams you will be expected to complete a programming project over a period of 20 hours. You will be required to develop a complete program for a given scenario (provided by the exam board) and to create a report detailing the different stages that you have gone through in order to be able to Analyse, Design, Implement, Test and Evaluate your program.

The programming project does not carry any marks towards the final GCSE however it is a requirement of the qualification and must be completed by every student. The skills gained from this project will help students with the development of their knowledge of problem solving, programming concepts, algorithms and aspects of software development from the course content mentioned above.

THINGS TO CONSIDER:

You should consider GCSE Computer Science if you have a **keen** interest in learning a programming language, like to work on logical problems and have good maths skills. Programming involves the regular use of maths and it is essential in order to do well in this subject. We also offer A-Level Computer Science, so this is a natural progression route, should you wish to study the subject at Sixth-Form.

For further details of this course, see **Mr Daniels, leader of Computer Science & ICT**.

CAMBRIDGE NATIONAL IN CREATIVE INFORMATION TECHNOLOGY (OCR)

WHY SHOULD I STUDY CREATIVE IT?

Do you enjoy using computers and want to learn how to use professional software for a variety of fun and dynamic tasks? Do you have creative ideas that could be brought to life using a computer? Do you want to learn how to make a variety of digital content – including games? If the answers to the previous questions were “yes”, then this could be the course for you. This course is designed to help you develop a range of digital creative skills required in the planning, design and implementation of a range of digital products. You will learn about pre-production techniques used by creative teams of professional developers, animators, editors and programmers in order to allow them to create unique and engaging multi-media content.

The UK has a thriving technology sector and constantly needs new talent to join an ever-expanding industry. The UK computer games industry contributes around £1 Billion every year to the UK’s economy, with around 4,000 designers, developers and programmers employed in the Cambridge area alone. The second year of this course has a heavy focus on the study, design and development of computer games. Whilst this is not the only topic covered within this course, an interest in computer games would be desirable. The development of digital games is no easy task; it requires focus, patience and the willingness to learn a variety of new skills – there’s some coding required in the creation of a game, so be prepared. Just having an interest in computer games is not enough to be successful on this course – you must be willing to work hard and maintain focus.

WHAT DOES THE COURSE INVOLVE?

During this course you will study four units. Two of these units will be completed in Year 10 and the other two in Year 11. Each unit has four learning objectives (LO).

Year 10		Year 11	
R081: Pre-Production Skills	R082: Creating Digital Graphics	R091: Designing a Game Concept	R092: Developing a Digital Game
LO1 – Understand the purpose and content of pre-production.	LO1 – Understand the purpose and properties of digital graphics.	LO1 – Understand digital game types and platforms.	LO1 – Understand game creation hardware, software and peripherals.
LO2 – Be able to plan pre-production.	LO2 – Be able to plan the creation of a digital graphic.	LO2 – Be able to plan a game concept.	LO2 – Be able to plan the creation of a digital game.
LO3 – Be able to produce pre-production documents.	LO3 – Be able to create a digital graphic.	LO3 – Be able to design a digital game proposal.	LO3 – Be able to create a digital game.
LO4 – Be able to review pre-production documents.	LO4 – Be able to review a digital graphic.	LO4 – Be able to review a digital game proposal.	LO4 – Be able to review the creation of a digital game.

HOW WILL I BE ASSESSED?

Unit(s)	Assessment Method
R081: Pre-Production Skills	This unit will be assessed through a 1 ¼ hour written paper which you will sit in the June exam series of Year 10.
R082: Creating Digital Graphics R091: Creating a Game Concept R092: Creating a Digital Game	These units are assessed through a piece of coursework that must be completed in 10 hours. Tasks are provided by the exam board and distributed to you to complete. Work is marked internally then moderated by the exam board.

THINGS TO CONSIDER:

You should consider studying the Cambridge National in Creative Information Technology if you are passionate about the use of computers and want to build your knowledge of how they can be used in the planning and development of a range of multimedia products. You should be keen to spend time learning new software packages and developing your existing skills further. You will be required to produce a variety of different documentation as part of the course, so it is important to have good written English skills. If you are interested in continuing to study an IT related subject in Sixth Form/College, we offer the BTEC Level 3 Extended Certificate in IT at our Sixth-Form which is a suitable follow on from this course.

Please note, the qualification students receive is an OCR Cambridge National Certificate in Creative iMedia (J817), however it is titled Creative IT to avoid confusion with Media Studies courses.

For further details of this course, see Mr Daniels, Leader of Computer Science & ICT.

WHY STUDY MEDIA STUDIES?

Media products and platforms dominate our daily lives, and so it is important to understand the processes and the influence they can have over us.

Studying Media not only gives you an insight into the industry and the ever-changing world around us, but also improves analytical skills, writing skills, creativity, confidence, and the ability to form an argument.

WHAT DOES THE COURSE INVOLVE?

You will examine a range of media products looking at: Media Language, Representation, Industry & Audience. These products include:

Film marketing
Advertising
Video Games

Music Videos
Online Media
TV Sitcoms

Magazines
Newspapers
Radio Dramas

For each topic, you will be required to complete analytical written tasks to demonstrate your understanding of the media, as well as complete creative, practical tasks to put this understanding into practice. You will develop skills in industry-standard design software such as Adobe InDesign and Adobe Photoshop whilst doing so.

HOW WILL I BE ASSESSED?

Component 1 (Exam) <ul style="list-style-type: none">Exploring the Media - Case studies of 10 Media products across different platforms	40%
Component 2 (Exam) <ul style="list-style-type: none">Television Sitcoms- <i>Friends and the IT Crowd</i>Music Videos & Online Presence - <i>Pharrell Williams & Taylor Swift</i>	30%
Component 3 (Coursework) A practical response to a changing brief that will be released each March. Either a Film Marketing campaign or a Magazine.	30%

To do well in GCSE, you must be able to express yourself effectively in writing.

What could I do with a Media qualification?

July 2018 figures suggest that 1 in 11 UK jobs are related to the creative industries. Those who study Media open the doors to a number of different career paths, ranging from the Film & TV industry, to transferrable skills that would be beneficial to any career choice.

If you want to find out more, talk to **Miss Hodgson**.

EDEXCEL BTEC LEVEL 2 FIRST AWARD IN MUSIC

Music is open to everyone entering year 10. The focus of the course is performing, composing and understanding the music industry.

What does the course involve?

The course gives you a wider understanding and appreciation of music in an industry context but also gives you the opportunity to develop a range of skills, techniques and personal qualities essential for successful performance in working life, in music or otherwise.

The course offers opportunities for instrumentalists and singers to further their skills in solo performance and ensemble work in addition to learning about and using various techniques seen in a range of musical styles. You will compose music in different styles, initially starting on simple building blocks and improving on your work overtime. Lessons are generally split between completing composition coursework and covering the music industry for the exam (end of year 11), with performance mostly worked on independently or with the peripatetic music staff. Whilst on the course you will receive school-funded instrumental lessons each week (10x20mins lessons each term). In addition to this, over the two year course there will be music workshops run by external professional music staff to help enhance the learning process.

How will I be assessed?

Unit	Name of Unit	What is involves	Weighting
Unit 1	The Music Industry (Externally assessed exam)	In an hour long exam you will answer a range of questions about the industry, such as the law, business and roles within it.	25%
Unit 2	Managing a Music Product (Coursework)	This unit will enable you to manage the planning, delivery and promotion of a live concert (tbc). The success of your music product will rely heavily on the planning and development process.	25%
Unit 3	Introducing Music Composition (Coursework)	Have you ever wondered who writes the music that surrounds us? This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed.	25%
Unit 4	Introducing Music Performance (Coursework)	Have you ever thought about all of the things that need to happen before a concert? Over the course of this unit, you will explore skills and make decisions as you prepare for performance.	25%

What else should I consider?

BTEC Music is an ideal course for anyone who enjoys music and is interested in performing and composing music, and learning about the music industry. You should be prepared to work hard but also have fun! The course is within a streamlined music curriculum, with year 9's having been introduced to some of the course's concepts, and there is a clear pathway progression to BTEC Level 3 in Music or Performing Arts from Year 12.

It is important to understand that during this course you will take responsibility for much of your own learning by planning your work, completing research and regularly reviewing your progress, in addition to practicing your instrumental skill in your own time. You will also need to remember that you will be expected to perform in front of small audiences during lesson time (peers and music teachers).

For further details of this course, talk to **Mr Cull**

MODERN FOREIGN LANGUAGES

WHY STUDY MODERN FOREIGN LANGUAGES?

Contrarily to popular belief, more than 60% of the world's population does not speak English. Modern foreign languages are really important in the world we live in as they give you great skills for the rest of your life. The study of MFL is becoming ever more important as trade barriers in Europe disappear, closer partnerships develop between British business companies and their counterparts abroad and the Internet never stops to bring everyone closer together. Your knowledge of and ability to understand and speak another language will make you more attractive to prospective employers in a wide range of careers as well as adding valuable additional dimensions to your life skills if you are considering university entrance.

WHAT DOES THE COURSE INVOLVE?

Through the skills of listening, speaking, reading, writing and translating you will develop the ability to understand and use your language in such a way that you can communicate effectively with other Europeans either abroad or in this country, whom you may meet socially or at work.

The course is topic based and covers three themes:

1. Identity and culture
 - Me, my family and friends
 - Technology in everyday life
 - Free-time activities
 - Customs and festivals in French/German-speaking countries and communities
2. Local, national, international and global areas of interest
 - Home, town, neighbourhood and region
 - Social issues
 - Global issues
 - Travel and tourism
3. Current and future study and employment
 - My studies
 - Life at school/college
 - Education post-16
 - Jobs, career choices and ambitions

HOW WILL I BE ASSESSED?

The final examination will consist of four tests in listening, speaking (conducted by your teacher), reading and writing, each worth 25% of your final grade and will be taken either at foundation or higher level.

For further details of the course please talk to **Miss Dulais** or to your French or German teacher.

PHILOSOPHY AND APPLIED ETHICS

WHY STUDY PHILOSOPHY AND APPLIED ETHICS?

Philosophy and Applied Ethics is a GCSE course which offers an exciting and relevant opportunity for students to consider response to fundamental questions of life. Students will develop their knowledge of beliefs, values and traditions of Christianity and explore how Christians respond to pertinent moral and philosophical issues raised by human and religious experience.

WHAT DOES THE COURSE INVOLVE?

Topics covered include:

Philosophy	Applied Ethics	Christianity	Buddhism
Life and Death: origins of the universe and human life, stewardship and value of human life. The soul. Afterlife, Euthanasia, abortion	Relationships: attitudes about families, sexual relationships, same sex marriage, marriage. Equality.	Nature of God, creation, Jesus Christ, Salvation, afterlife	Life of the Buddha, Dharma, Four noble truths, human personality, Human destiny and ethical teaching
Existence of God Design arguments First Cause Evil & Suffering	Peace and Conflict: Violence , Weapons of mass destruction	Types of worship, Baptism and Eucharist, Pilgrimage, the church in the local community and worldwide	Buddhist place of worship, Meditation, devotional practices, death and mourning, festivals and retreats

HOW WILL I BE ASSESSED?

Students will look at Philosophy and Ethics from the Christian and Buddhist perspective. Over the two years students will follow the AQA course in Religious studies. At the end of Year 11 there will be two exams each lasting 1 hour 45 minutes.

During lesson time students will be involved in a range of activities including discussion, debate, presentations, research and evaluation. The student will need a high level of literacy to cope with the demands of the course.

WHAT USE IS IT?

The course takes issues which are in the news every day and investigates the issues involved by looking at a variety of belief systems including Christianity, Buddhism, Secular and personal viewpoints.

The course will develop:

- In-depth thinking, useful for careers such as law, teaching, medicine, psychiatry and any others which require in-depth and creative thought, especially when there are no straight forward answers.
- Breadth of understanding of important issues from a variety of viewpoints, useful for any employment that involves working with other people: journalism, social work, police nursing, management, the civil service and similar careers

For further details of this course, talk to **Mr Wright**