



On Course  
For 2017

# Introduction

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This booklet is designed to help you and your parents make some very important decisions about the optional courses that you will study in KS4. The booklet will outline:

- the range of optional subjects;
- what you will learn in each subject;
- how you will be assessed.

Make sure you check carefully what each optional subject is offering, as it is not always the same as in the past.

In addition to your **4 option choices** everyone will also study the core subjects:

- Maths
- Science
- English
- Physical Education
- Ethics and Philosophy (short course RE)

The above subjects are described in this booklet for information but are not part of the options process. Your Science course - three separate Science GCSEs or a combined course - will be determined by your progress in Science and confirmed during KS4.

The booklet also outlines the option process and how you will be supported in making your final choices. It includes a form on which you will outline your final choices. This should be completed and handed in to your mentor **after** you have attended your interview with a senior member of staff.

The final deadline for option choices is **Friday, 10 March 2017**.

# Guiding Principles

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Read this booklet carefully. As you read it, you might like to think about the following points.

- Consider your interests and your strengths.
- Make sure you know what your commitments will be. All courses will be setting homework, but some may require additional time to prepare for controlled assessments or performances. Most courses are assessed only by exams at the end of the two years.
- Usually it is a good idea to choose subjects you like – it is a bonus if you happen to be good at them, too. However, you must also think about the qualifications you may need either for the next stage of your education or for employment. You might like to look at the on-line prospectuses of local sixth form colleges to find out more about what they expect from you.
- GCSEs have changed in the last two years and so have the grades you will receive at the end. You will be the first pupils to take the new GCSEs in *all* subjects. Bear in mind that you may need to achieve a minimum of seven or more higher passes (grade C+ or grade 5+) including English and Maths to access most A level and IB courses at sixth form.
- The information you found out during your KUDOS lesson should also inform your decision.
- Pupils achieve the *English Baccalaureate (EBacc)* if they gain five GCSE higher passes (grade 5+) in English, Maths, Science (Computer Science counts as one Science), a Language and **either** Geography or History. In the future, certain employers and universities *may* look favourably on pupils with the *English Bacc* so you should think carefully about taking this combination of subjects if you are capable of achieving at this level.
- When you choose your option subjects, it is usually important to have a balance of different types of subject. We advise that your option choices include a Language **and** one of the Humanities subjects (Geography, History or Religious Studies) **and** an Expressive Arts subject (Art, Dance, Drama, Music), PE or other more practical subject. For some pupils, who may follow a more vocational pathway, this might not always be possible.
- Look at your progress reports and, in particular, focus on the attitudinal grades. You should choose subjects in which you have shown a good attitude to learning. Where your attitude or behaviour has been marked as 'poor' or 'requires improvement' you will need to consider carefully whether to choose the subject as it is possible that you may be asked to use a reserve subject if oversubscribed.
- You should make your decision based on *enjoyment, achievement, methods of assessment, type of qualification, future career plans and aspirations*. You should not make this decision on your own but seek advice and support from family and members of staff.

# Step-by-Step

## 1. **PSHE Day – 31 January**

You will hear about the options on offer and how to begin choosing your courses. You will have some taster sessions.

## 2. **Options Evening – 2 February**

Your parents will be informed about the options process and have an opportunity to talk to Subject Leaders.

## 3. **Options Assemblies – 1 – 10 February**

During morning assemblies, Subject Leaders will give you more details about each course.

## 4. **Parents' Consultation Evening – 23 February**

You and your parents will have an opportunity to discuss your progress and suitability for the courses you are thinking about.

## 5. **Guidance Interview – 24 February – 9 March**

Your parents and you will be invited to attend a 15 minute interview with a senior member of staff or Miss Weller. This is a chance to check the choices you are making are suitable for you and your future pathway and to ask further questions. If your parents cannot attend, you will have the interview alone.

## 6. **Deadline – 10 March**

You must hand in the **blue** options form in the back of this booklet to your mentor on or by this date. There is also a spare form at the back of this booklet for you to keep. You must have had a guidance interview before handing in the form. There is no advantage in handing forms in before this.

*The Careers Library.* You can find information about your ideas for the future in here. Check you know which subjects will be suited to your future plans. There may be an opportunity to book an individual consultation with Mrs Burr, a qualified independent careers adviser. You can do this through your Head of House. You may also like to look at [www.youthoria.org](http://www.youthoria.org) and [www.icould.com](http://www.icould.com).

## Do

- Ask questions.
- Seek help from your mentor if unsure about anything.
- Talk to your subject teacher.
- Try to have a mix of options, e.g. try to have one practical subject.
- Look at your report to check how well you are actually doing in the subject and to help think about what you could really achieve at the next level.
- Remember that you can achieve in any subject if you work hard and stick at it; sometimes we need to do things that are challenging and will be better for us in the long term.
- If you have a career in mind, check what is required.
- If you wish to follow a subject beyond 16, check that your choices now will allow you to do so.
- Remember that career plans can change and you should always consider alternatives.
- Remember that there is no guarantee that we can give you your first preferences so think really carefully about your reserve choice(s).

## Don't

- Pick a subject because your friend is choosing it.
- Pick a subject because you like the teacher; there is no guarantee that you will get that same teacher next year.
- Pick a subject because you think it is easy; all options are challenging in their own way.
- Rush into the decision; once you have chosen your options and they have been agreed, there is very little chance that you can change them and almost no chance once you actually start the course in September.

# What you will study (at a glance)

## All pupils will study (Core):

English	Maths	Science	IAG (Y11)	Core PE	Ethics & Philosophy (Y10)
GCSE (2 GCSEs)	GCSE	GCSE (2 or 3 GCSEs)	not accredited	not accredited	Short course GCSE
All pupils will study English Language and English Literature		Your Science teacher will decide during the course whether you should take Combined Trilogy or separate Sciences.	This is only in Year 11 and focuses on preparing you for post-16.	Practical lessons for all.	A short course RE GCSE which was started in Year 9 and will be completed by Year 10.

## You will also study four other subjects (Options):

You must choose **one** from each option block and nominate at least one reserve (Foundation Learning by invitation only).

Block 1	Block 2	Block 3	Block 4
ART	ART	COMPUTER SCIENCE	COMPUTER SCIENCE
BUSINESS STUDIES	BUSINESS STUDIES	DESIGN & TECHNOLOGY	FOUNDATION LEARNING* Level 1
DESIGN & TECHNOLOGY	DESIGN & TECHNOLOGY	FRENCH	FRENCH
DRAMA	DRAMA	GEOGRAPHY	GEOGRAPHY
FOOD PREPARATION & NUTRITION	ENGINEERING* BTEC Level 2	HEALTH & SOCIAL CARE* BTEC	GERMAN
FRENCH	FOOD PREPARATION & NUTRITION	HISTORY	HISTORY
GEOGRAPHY	FRENCH	PE OR SPORT*	SPANISH
HAIRDRESSING* C&G Level 1	GEOGRAPHY	RE	
HISTORY	HISTORY		
	MUSIC		
	RE		

\*=non-GCSE subjects (PE can be either BTEC SPORT or GCSE PE – the department will advise which course you should follow from October half-term)

You may also choose an after-school class:  
GCSE Dance  
Music Technology

# What you will study (Core)

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## *Subjects everyone must do*

### **English**

GCSE English Language and GCSE English Literature

### **Mathematics**

GCSE Mathematics

### **Science**

Combined Trilogy **or**

Triple/separate Sciences, i.e. GCSE Biology, GCSE Chemistry and GCSE Physics

## *Non-examined subjects*

Careers Education: Information, Advice and Guidance (IAG) (Year 11)

Personal, Social, Health & Economic Education (PSHEE)

Physical Education (Core PE)

Ethics and Philosophy (Year 10)

English

Maths

Science

PSHE, IAG, PE,  
Ethics & Philosophy



Option Subjects: you must  
choose 4 other subjects, one  
from each column

# What you will study (Options)

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You must choose **1** subject from each block.

## Block 1

ART  
 BUSINESS STUDIES  
 DESIGN & TECHNOLOGY  
 DRAMA  
 FOOD PREPARATION &  
 NUTRITION  
 FRENCH  
 GEOGRAPHY  
 HAIRDRESSING (C&G Level 1)  
 HISTORY

## Block 2

ART  
 BUSINESS STUDIES  
 DESIGN & TECHNOLOGY  
 DRAMA  
 ENGINEERING (BTEC Level 2)  
 FOOD PREPARATION &  
 NUTRITION  
 FRENCH  
 GEOGRAPHY  
 HISTORY  
 MUSIC  
 RE

## Block 3

COMPUTER SCIENCE  
 DESIGN & TECHNOLOGY  
 FRENCH  
 GEOGRAPHY  
 HEALTH & SOCIAL CARE(BTEC)  
 HISTORY  
 PE OR SPORT  
 RE

## Block 4

COMPUTER SCIENCE  
 FOUNDATION LEARNING  
 (Level 1)  
 FRENCH  
 GEOGRAPHY  
 GERMAN  
 HISTORY  
 SPANISH

## After-school subjects

You can also choose to do additional subjects after-school. These tend to be run as two hour lessons. They do **not** count as one of your four options. These courses require additional commitment and should only be taken if you are genuinely interested in the subject. They are courses, not clubs, and you will be asked to sign an agreement to commit to the course for its entirety. You can choose:

- GCSE Dance
- NCFE Music Technology

## Foundation Learning

This Level 1 course is not open to all pupils. Pupils for whom this course is appropriate will be invited to take the course. If you are interested, you should ask Miss Weller, SENCo, for advice. You are likely to have taken Youth Award in Year 9 and will have had additional literacy support throughout KS3.

While we do our best, we cannot guarantee that all of the optional courses described in the booklet will run. Factors such as staff turnover, insufficient numbers or government policy can lead to courses being changed or withdrawn. If your choice cannot be timetabled you will be asked to choose from your reserve list.

# Types of Qualifications

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The information on this page is correct at the time of print but some changes to specifications, examination and assessment may change.

Learners progress through levels.

**Entry Level** Below GCSE or equivalent standard

**Level 1** GCSE or equivalent Grades 1 to 3 (grades=G to D)

**Level 2** GCSE or equivalent Grades 4 to 9 (grades=C to A\*)

**Level 3** A level, International Baccalaureate and BTEC Nationals.

The vast majority of pupils in Year 10 will be taking Level 2 courses.

## GCSE

A traditional Level 1 or 2 academic and well-known qualification, which is available in all subjects unless indicated otherwise. This is the first year of the new style GCSEs in **all** subjects. These are graded 9-1. All enable progress to further education, training or employment. All subjects are assessed by a final exam but some include controlled assessment. In a number of subjects, you are awarded extra marks for accuracy in spelling, punctuation and grammar.

## BTEC

These are Level 1 or Level 2 vocational qualifications which provide a more practical, applied approach to learning, alongside a theoretical background. You will have to do a number of units for which you present a portfolio of evidence. 75% assessment is by coursework with 25% by a form of exam. There may be exams at the end of the first year of the course. Learners are usually awarded either a Pass, Merit or Distinction (equivalent to grades 4 to 8 at GCSE). BTECs enable you to progress to employment with further training or continued study at Further Education, whether in an academic environment (e.g. Long Road Sixth Form College) or at a more specialist vocational institute (e.g. Cambridge Regional College).

## *Foundation Learning qualifications*

These are at Entry Level and Level 1, suitable for you if you find aspects of learning particularly challenging. A range of life skills and work-related skills are followed to prepare pupils for adult life. On-line tests are used to assess functional skills in English, Maths and ICT.

## *Certificate in Personal Effectiveness (CoPE).*

Offered only as part of Foundation Learning, CoPE is a Level 1 Key Skills Course designed to develop independent learning and to cover a wide range of topics. The awarding body, ASDAN, is a nationally-recognised exam awarding body specialising in the accreditation of personal skills development.

## *NCFE Certificates/V Certs*

NCFE Certificates have changed and are now known as V Certs. This is only offered in Music Technology (after-school). This is a vocational qualification which provides a practical approach to learning. Accredited through completion of assessed units and an element of external assessment, this qualification allows you to demonstrate skills and knowledge at Level 2.

## *City and Guilds*

This is a Hairdressing vocational qualification which provides a practical approach to learning. Accredited through completion of assessed units, this qualification allows you to demonstrate skills and knowledge at Level 1.

**It is important that you take the time to understand the requirements of each course and the qualifications they offer. Pupils can, and often do, choose a mixture from the qualifications above.**



# GCSE Changes in 2017

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GCSEs have been reformed. This means there have been changes to:

- content (what you will study);
- assessment (how you will be tested);
- tiering (whether or not you can take higher or foundation papers);
- grades (what is recorded on your certificate at the end).

The new GCSEs were first introduced in English Language, English Literature and Maths in September 2015. This means that the current Year 11 was the first year group to start the new GCSEs and the first results will be issued in August 2017. Most other new GCSEs were introduced last year but now new GCSEs will start in *all* subjects. So what's changed?

## *Content*

The content is new and more demanding with a greater requirement for more extended writing. In Maths, there is an increased focus on problem-solving and more content. In English, there is an increased need for accuracy in spelling, punctuation and grammar. You are also likely to need to remember and recall more information, knowledge and facts.

## *Assessment*

All subjects will now be tested at the end of Year 11. There are no longer modular exams so everything you learn during the course will be tested at the end. In several subjects, there will no longer be coursework or controlled assessment.

## *Tiering*

There will no longer be different tiered exam papers in most subjects meaning all pupils will sit the same exam regardless of ability. This means you will be able to achieve any grade but it could also mean that you will find some aspects of the exam paper harder.

## *Grades*

The grade you will be awarded at the end of the course will now be based on a number rather than a letter. The highest you can achieve is 9 and the lowest pass is 1. Look at the diagram on the next page to see how the new grades link with the current grades. You will see that a grade 4 is effectively equivalent to a 'C' and grade 7 is the same as an 'A' grade. Grade 5 and above is currently considered the higher pass mark and this is likely to be what you will need in most subjects to be able to access A level.

# GCSE Changes in 2017

NEW GCSE GRADING STRUCTURE													
9	8	7	6	5	4	3	2	1	U				
<ul style="list-style-type: none"><li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li><li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li><li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li></ul>													
										CURRENT GCSE GRADING STRUCTURE			
A*			A		B		C		D	E	F	G	U

# *Compulsory Subjects*

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# GCSE English Language

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## *Why this subject?*

GCSE English Language is a compulsory subject for all pupils in Year 10 and 11. The GCSE Language course has undergone recent change with the introduction of more demanding reading texts and a greater focus on the need for technical accuracy in the construction and spelling of written responses. There are no controlled assessments under the revised specification; assessment is based entirely on the linear exams at the end of Year 11.

All college and sixth form courses require GCSE English Language, as do many jobs and careers.

The course encourages you to develop:

- an understanding of the spoken word and the capacity to express yourself formally in a presentation-style environment;
- the ability to read, understand and respond to different types of writing from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century
- the ability to construct and convey meaning in written language using correct grammar and standard English with a key focus on the careful selection of language for effect.

## *What you will do*

In **Speaking and Listening**, you will be provided with opportunities to develop your ability to give a presentation in a formal context and respond appropriately to questions and feedback.

In **Reading**, you will be offered opportunities to read literary and non-literary fiction and non-fiction texts from the past three centuries. You will respond to unseen fiction and non-fiction texts in the external examination demonstrating your ability to summarise, retrieve information, analyse language and structure, evaluate critical viewpoints and make sustained comparisons between texts.

In **Writing**, you will be required to write in a wide range of styles and forms, including critical and imaginative responses. You are assessed on the style, structure and accuracy of your writing.

## *How you will be assessed*

The English Language GCSE will be comprised of two 1 hour 45 minute exams, each worth 50% of your final GCSE grade.

- Paper 1: Reading a literary fiction text and writing creatively
- Paper 2: Reading two linked sources from different centuries and genres, and producing a written text to a specified audience and purpose.

This is an AQA specification (ref 8700).

There are no tiers of entry for the new GCSE English Language exams; **all pupils will sit the same exams regardless of which set they are in.**

# GCSE English Literature

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## *Why this subject?*

All pupils will also follow a course leading to a separate GCSE qualification in English Literature.

Taught alongside the Language GCSE course, this course requires many of the same qualities of response as English Language but with a stronger emphasis on responding to purely literary texts and from the English Literary Canon only. Following GCSE reform, English Literature sees an increase to the challenges and demands placed upon pupils with the removal of controlled assessments, and a tighter control over the types of texts they are required to study.

## *What you will do*

You will be expected to demonstrate a sensitive, informed and critical response to a range of literature from a variety of genres including:

- one Shakespeare play;
- one 19<sup>th</sup>-century English novel;
- one modern English text (either a prose or drama text);
- a range of thematic English poetry and unseen poetry taken from 1782 onwards.

## *How you will be assessed*

The English Literature GCSE will be comprised of two exams as follows:

### **Paper 1: Shakespeare and the 19<sup>th</sup>-century novel**

- 1 hour 45 minutes
- One extract-based essay question on the Shakespeare play studied in class
- One extract-based essay question on the 19<sup>th</sup>-century novel studied in class
- Contributes 40% of final GCSE grade

### **Paper 2: Modern texts and poetry**

- 2 hours 15 minutes
- One essay question on modern prose/drama text studied in class
- One essay question comparing two poems from the anthology studied in class
- One analytical response to an unseen poem
- One question comparing this poem to a second unseen poem
- Contributes 60% of final GCSE grade

There are no tiers of entry; all pupils entered for Literature will sit the same exams. **Both exams are closed-book exams, i.e. you will not have a copy of the texts you have studied in the exam.**

This is an AQA specification (ref 8702)

# GCSE Mathematics

## *Why this subject?*

GCSE Mathematics covers many basic skills that are used in a variety of ways throughout life and because of this it is a compulsory subject for all pupils in Years 10 and 11.

Much of what you learn in Mathematics is used in other GCSE subjects that you may study. For example, in Science, you will be asked to use formulae and solve equations. In Geography, you will need to read charts and diagrams and use and manipulate statistics and in Design and Technology, you will need to make accurate scale drawings.

All college and sixth form courses require GCSE Mathematics, as do many jobs and careers.

## *What you will do*

GCSE Maths has changed and is more demanding for everyone with harder topics being introduced at both foundation and higher tier. In the assessments there's a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills. As a result lessons will be adapted to allow you to develop and practise these skills.

Pupils are set in Mathematics according to their ability. There are currently five sets, three higher and two foundation in each half year group. You will follow a course that is designed to allow flexibility between sets so that the final decision on tier of entry can be made in Year 11. Throughout the course your progress will be regularly assessed and you will be provided with many resources to support you in your independent study and revision.

## *How you will be assessed*

All exam boards now follow the same specification and the course is now assessed by examination only. The Maths course is split into three exams each of 1 hour and 30 minutes. Of these exams two are calculator and one is non-calculator. There are three main assessment strands in the exam:

Assessment Strand	Description	Foundation	Higher
AO1	Use and apply standard techniques	40%	50%
AO2	Reason, interpret and communicate mathematically	30%	25%
AO3	Solve problems within mathematics and in other contexts	30%	25%

There are 2 tiers of entry:

Higher Level                      GCSE Grades 9 to 4\*  
Foundation Level                GCSE Grades 5 to 1\*

*\*broadly the same proportion of pupils will achieve a grade 4 and above as currently achieve a grade C and above.*

*\*broadly the same proportion of pupils will achieve a grade 7 and above as currently achieve a grade A and above.*

The qualification is GCSE Maths: Edexcel 1MA1  
QN: 500/7916/5

# GCSE - AQA Combined Science - Trilogy

## *Why this subject?*

As Science is a core subject, all pupils in Year 10 will study science throughout Year 10 and 11. Science is about discovery and wonder, acquiring the skills and knowledge to help you gain a better understanding of the world around you and your role in that world.

## *What you will do*

Trilogy Science is taught by three teachers and leads to 2 GCSEs being awarded. The subjects taught are outlined in the table opposite. Some of these units have already been taught in Year 9.

Whilst these are the same units that are taught in separate sciences, they are covered in less detail.

### **GCSE Science**

Studying for combined science (Trilogy) will result in the award of **two** GCSE (9-1) grades, on a 17 point scale. At the highest, this is 9-9, 9-8, 8-8 through to 2-2, 2-1, 1-1 at the lowest end.

Pupils can be entered for foundation or higher tier, and some subject material will only be taught to those pupils studying for the higher tier.

## **Teaching units**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
1. Cell biology	8. Atomic structure and the periodic table	18. Forces
2. Organisation	9. Bonding, structure, and the properties of matter	19. Energy
3. Infection and response	10. Quantitative Chemistry	20. Waves
4. Bioenergetics	11. Chemical changes	21. Electricity
5. Homeostasis and response	12. Energy changes	22. Magnetism and electromagnetism
6. Inheritance, variation and evolution	13. The rate and extent of chemical change	23. Particle model of matter
7. Ecology	14. Organic Chemistry	24. Atomic structure
	15. Chemical analysis	
	16. Chemistry of the atmosphere	
	17. Using resources	

## *How you will be assessed*

There is no external assessment in Year 10. All assessment is completed at the end of the course in Year 11. There is no controlled assessment.

There are six examinations, two in each of Biology, Chemistry and Physics. These examinations last 1 hour 15 minutes each, equally weighted at 16.7% each. The exams contain a mix of multiple choice, structured, closed short answer and open response questions.

[www.aqa.org.uk/gcse-trilogy](http://www.aqa.org.uk/gcse-trilogy) Specification code: AQA 8464

QAN code: 601/8758/X

# GCSE Separate Science - Biology

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## *Why this subject?*

GCSE Biology will be taught alongside the two other sciences, by subject specialists, throughout Year 10 and 11. There are no option choices in science, so it is not possible to just study one or two out of the three.

## *What you will do*

The units that are taught are included in the table opposite. You have already been taught unit 1 during Year 9.

Since a proportion of the course is common to both combined and separate sciences, we do not make decisions about entry for separate or Trilogy combined science until part way through Year 10. This enables us to ensure that we have enough assessment data to recommend the most suitable GCSE entry for each pupil.

## *GCSE Biology*

Studying for GCSE Biology will result in the award of a single GCSE.

There are two tiers of entry, higher and foundation, although pupils who are studying separate sciences are most likely to be entered at the higher tier.

## *Teaching Units*

<b>Biology</b>
1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

## *How you will be assessed*

There is no external assessment in Year 10. All assessment is completed at the end of the course in Year 11. There is no controlled assessment (coursework) component.

There are two examinations for Biology. These examinations last 1 hour 45 minutes each, and are equally weighted at 50%. The exams contain a mix of multiple choice, structured, closed short answer and open response questions. Each examination has 100 marks.

Paper 1 - Units 1-4 , Paper 2 – Units 5-7

Note that these examinations are 30 minutes longer each than those for Trilogy, which reflects the extra rigour and depth in Separate sciences, compared with combined (Trilogy) science.

[www.aqa.org.uk/gcse-biology](http://www.aqa.org.uk/gcse-biology) **AQA 8461**



# GCSE Separate Science- Chemistry

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## *Why this subject?*

GCSE Chemistry will be taught alongside the two other sciences, by subject specialists, throughout Year 10 and 11. There are no option choices in science, so it is not possible to just study one or two out of the three.

## *What you will do*

The units taught are included in the table opposite. You have already been taught unit 1 during Year 9.

Since a proportion of the course is common to both Combined and Separate science, we do not make decisions about entry for separate or Trilogy combined science until part way through Year 10. This enables us to ensure that we have enough assessment data to recommend the most suitable GCSE entry for each pupil.

## *GCSE Chemistry*

Studying for GCSE Chemistry will result in the award of a single GCSE.

There are two tiers of entry, Higher and Foundation, although pupils who are entered for separate science are most likely to be entered at the higher tier.

## *Teaching Units*

<b>Chemistry</b>
1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative Chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic Chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

## *How you will be assessed*

There is no external assessment in Year 10. All assessment is completed at the end of the course in Year 11. There is no controlled assessment (coursework) component.

There are two examinations for chemistry. These examinations last 1 hour 45 minutes each, equally weighted at 50% each. The exams contain a mix of multiple choice, structured, closed short answer and open response questions. Each examination has 100 marks  
Paper 1 Units 1-5, Paper 2 – Units 6-10

Note that these examinations are 30 minutes longer each than those for Trilogy, which reflects the extra rigour and depth in separate sciences, compared with combined (Trilogy) science.

[www.aqa.org.uk/gcse-chemistry](http://www.aqa.org.uk/gcse-chemistry) AQA 8462

# GCSE Separate Science - Physics

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## *Why this subject?*

GCSE Physics will be taught alongside the two other sciences, by subject specialists, throughout Year 10 and 11. There are no option choices in science, so it is not possible to just study one or two out of the three.

## *What you will do*

The units taught are included in the table opposite. You have already been taught unit 1 during Year 9.

Since a proportion of the course is common to both Combined and Separate science, we do not make decisions about entry for separate or Trilogy combined science until part way through Year 10. This enables us to ensure that we have enough assessment data to recommend the most suitable GCSE entry for each pupil.

## *GCSE Physics*

Studying for GCSE Physics will result in award of a single GCSE.

There are two tiers of entry, Higher and Foundation, although pupils who are entered for separate science are most likely to be entered at the higher tier.

## *Teaching Units*

<b>Physics</b>
1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

## *How you will be assessed*

There is no external assessment in Year 10. All assessment is completed at the end of the course in Year 11. There is no controlled assessment (coursework) component.

There are two examinations for Physics. These examinations last 1 hour 45 minutes each, equally weighted at 50% each. The exams contain a mix of multiple choice, structured, closed short answer and open response questions. Each examination has 100 marks.

Paper 1 - Units 2, 4, 6, 7    Paper 2 – Units 1, 3, 5, 8

Note that these examinations are 30 minutes longer each than those for Trilogy, which reflects the extra rigour and depth in separate sciences, compared with combined (Trilogy) science.

[www.aqa.org.uk/gcse-physics](http://www.aqa.org.uk/gcse-physics) **AQA 8463**

# PE (Core)

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## *Why this subject?*

The main emphasis of the Core programme throughout Key Stage 4 is on understanding and developing a healthy lifestyle, sports performance, leadership, officiating and helping to prepare you to pursue active leisure time in the future.

## *What you will do*

All pupils in Years 10 and 11 will follow a modular course in Core PE. Some activities will be compulsory; you will begin to have some choice in your activities during the summer of Year 10 and throughout Year 11. The main emphasis of the Core programme throughout Key Stage 4 is on understanding and developing a healthy lifestyle, sports leadership and to help prepare you for pursuing active leisure time in the future.

## Year 10

The Year 10 Curriculum will be a rotation of activities, with a strong emphasis on healthy lifestyles, fitness and sports leadership in all the activities covered. The course encourages you to understand and improve your knowledge of these areas and the importance of leading a healthy and active lifestyle. You will be able to highlight different methods that can be used to be active and healthy, and lead pupils towards improving their own personal levels of fitness.

## Year 11

In the Year 11 curriculum, you will be able to choose a number of activities throughout the year, to tailor a personal curriculum to suit your own needs. The choices available range from the traditional team sports, to a number of new activities including table tennis, trampolining and aerobics. You will also have the opportunity to take further leadership, coaching and officiating skills which you developed in Year 10.

# *Careers Education, Information, Advice and Guidance (CEIAG)*

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## *Why this subject?*

Young people need high quality, impartial information, advice and guidance to enable them to make decisions that will take them on the path to success. Our aim is to inspire all of our pupils to make the best use of their talents and to achieve their ambitions by choosing the pathways that are right for them.

## *What will you do?*

In Year 10 we will explore the world of work and focus on Enterprise Education. All Year 10 pupils will take part in the Enterprise PSHE day. Working as companies you will develop skills in: working as a team; communication; organisation; problem-solving; and financial planning.

You will then be prepared for work experience: writing CVs and letters, interview techniques, employability skills, and health and safety at work. After your work experience placement, you will reflect on what you have learnt and achieved, helping you to understand how this might inform future decisions about careers and education at post-16.

In the summer term we will begin to explore the post-16 application process.

In Year 11 we will be focusing on:

- mock GCSE Exams; why they are so important, generic revision techniques, organisation, coping with stress;
- searching for the most appropriate courses for you using the Area Wide Prospectus and Cambridgeshire Course Finder;
- the UCAS Progress online application process for applying to CAP (Cambridge Area Partnership) post-16 schools and colleges;
- how to write a high quality personal statement and why it is important to do so;
- motivation and aspiration;
- careers;
- interview skills;
- progression pathways for all;
- preparation for GCSE final exams;
- Results Day and beyond.

CEIAG will be an interactive course with guest speakers from businesses, Young Enterprise, higher education and further education establishments and workshops to underpin the fundamental principles and outcomes. The course will be delivered during mentoring periods, PSHE and fortnightly lessons in Year 11.

# Short Course Religion, Ethics and Philosophy

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## *Why this subject?*

It is important to explore and debate issues from different perspectives. This subject will allow you to explore spiritual, moral, cultural and social ideas relating to current topics affecting our everyday lives. It will encourage you to adopt an enquiring, critical and reflective approach to religion and society whilst understanding and appreciating different cultures and beliefs. It will also help you to explore British values.

The issues studied in Short-Course Ethics and Philosophy compliments the Full GCSE Religious Studies Course which is an option choice. Both courses fit together in order to give a comprehensive study of religious and philosophical attitudes to modern life.

## *What will you do?*

We study Edexcel B: Beliefs in Action, based on a study of Christianity, Islam and Humanism. We study the first two topics in Year 9 RE lessons, before building on these foundations in Year 10

- Christian beliefs (*studied in Year 9*)
- Marriage and the Family (*studied in Year 9*)
- Islamic beliefs (*studied in Year 10*)
- Peace and Conflict (*studied in Year 10*)

Topics discussed include:

- male and female roles in society;
- attitudes to sexuality;
- diversity in Britain;
- human rights and responsibilities;
- the ethics of war;
- terrorism.

## *How you will be assessed*

You will be assessed by two, 50 minute written examinations taken at the end of Year 10.

There is no coursework or controlled assessment in Religious Studies.

This Short Course GCSE is equivalent to half the content of the Full Course GCSE. Pupils wishing to gain the full GCSE qualification are advised to take the GCSE Religious Studies course option.

*Syllabus: Edexcel B, Short Course: Beliefs in Action*  
*Specification code: Edexcel 3RB0*

# *Option Subjects*

# GCSE Art and Design

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## *Why this subject?*

The course will provide you with creative, exciting and stimulating opportunities to explore your interests in Art and Design. It will develop your ability to think imaginatively and strengthen your creative skills. Observation of the world around you will be encouraged, with drawing and photography used frequently to help increase your visual awareness. Your ideas will be developed using a variety of media and techniques. There is an element of written analysis and evaluation required to support your ideas.

## *What you will do*

During Year 10 you will focus on developing your skills and your understanding of Art. You will look at the work of other artists, designers and craftspeople, as well as increasing your knowledge of artistic techniques and styles. The aim being that you gain confidence and become increasingly independent, so that you can begin to pursue themes in your own personal and imaginative way. You will be given the opportunity to study the artwork of others with visits to galleries both local and national.

At the start of Year 11 you will work on a controlled assessment. During this time you will utilise the skills learned in Art so far to develop a personal approach to a given theme. You will be given approximately 12 weeks to explore your theme, develop ideas and produce a final piece of work.

The majority of this work must be undertaken in your art room. However, homework and lunchtime sessions time will be used to keep this up-to-date as well as ensuring that projects are completed.

## *How you will be assessed*

*Component 1: Portfolio of Work*                      60%

A 'portfolio' presentation of work will be selected from projects completed in Year 10 and from the controlled assessment in Year 11.

*Component 2: Examination*                      40%

This is an end-of-course practical examination which takes place over two days [10 hours]. You will choose your topic from a list supplied by the Examination Board. You will be given approximately 13 weeks to produce supporting studies for this in advance of the 10 hour exam.

*AQA Art & Design – Fine Art (AQA 8202)*

# GCSE Business Studies

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## *Why this subject?*

This GCSE course in Business Studies aims to develop your knowledge and understanding of a wide range of business concepts concerning setting up and operating a business. You will be encouraged to apply the knowledge you gain to various business scenarios before making informed judgements and recommendations.

## *What you will do*

This course is divided into six units: Business in the real world; Influences on business; Business operations; Human Resources; Marketing; and Finance. In each unit, you will learn about the factors that shape and influence the ways in which businesses grow and develop. You will learn what motivates entrepreneurs to launch new enterprises and the challenges and rewards that can follow.

The course is delivered using a variety of teaching and learning styles, including case study work, problem-solving and research tasks. You may be asked to work independently or as part of a team and will be encouraged to discuss your ideas with your peers.

## *How you will be assessed*

There will be regular assessment throughout the course using classwork, homework and end of topic tests/assessments but your final grade will be determined by the two external examinations sat at the end of Year 11. The two examinations are equally weighted and take the form of written papers, each lasting 1 hour 45 minutes.

**Paper 1** (50%) covers the units: Business in the real world, Influences on business, Business operations and Human Resources.

**Paper 2** (50%) covers the units: Business in the real world, Influences on business, Marketing and Finance.

Both papers include a range of multiple choice, short answer and extended answer questions. For the extended answer questions, you will be required to write two to three paragraphs in response. Each paper will also include a number of mathematical calculations. These calculations use percentages, ratios and the memorising of some simple formula. Calculators are permitted in both exams.

For more information, see Mr Wallace.

*GCSE Business Studies AQA 8132  
Single tiered papers 9-1*



# GCSE Computer Science

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## *Why study Computer Science?*

Computer Science is a blend of creativity, innovation, challenge and design. It uniquely mixes aspects of design, mathematics, coding and logic, and provides opportunities to develop critical thinking, analysis and problem solving skills which can be transferred to everyday life and to the work place.

Choosing to study Computer Science will give you an in-depth, "behind the scenes" view of how computers, tablets, and Raspberry Pis work, the opportunity to create applications and programs, and an insight into how technology continues to change every aspect of our lives. GCSE Computer Science also provides a superb stepping stone if you wish to go on to higher study and employment in this field.

## *What you will do?*

This qualification consists of three parts: two written exams, each worth 40% of the final mark and each 1.5 hours, and a non-exam assessment (formerly "controlled assessment") worth 20% which is 20 hours and is completed in Year 11 during lesson time.

Unit 1, the first exam, covers systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software and ethical, legal, cultural and environmental concerns.

Unit 2, the second exam, covers programming techniques, producing robust programs, computational logic, translators and data representation.

Unit 3 has three programming tasks, and you will create, document, test and refine solutions to each. It is expected that you will complete these tasks using Python, C# or JavaScript, however, other languages are also accepted if you have prior experience. (Only the listed languages are taught on the course, however.)

This challenging GCSE covers significantly greater technical content than its predecessor, and a keen interest in the subject as well as experience and enjoyment of solving problems will be required if you are to succeed in this subject.

## *How you will be assessed?*

The examined units are taught across Years 10 and 11 and are both taken at the end of the course. Each exam is worth 40% of the overall mark.

The non-exam assessment is completed during Year 11, and contributes 20% to the overall mark.

It is suggested that you have reached level 4+ in Mathematics to ensure an adequate understanding of the programming algorithms covered in this course.

OCR syllabus J276

# GCSE Design and Technology

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## *Why this subject?*

Pupils will have the opportunity to design, model and manufacture products from a range of materials, including wood, plastics, textiles, card and paper.

Design technology encourages pupils to design and make products with creativity and originality. Packaging, labelling and instructions are part of the complete design process along with advertising and point of sale display.

## *What you will do*

You will:

- develop an understanding of materials and their use in a practical context;
- develop drawing, modelling, making and evaluation skills;
- design for a given need;
- work with a range of tools and equipment appropriate to your various materials;
- develop an understanding of major design movements

## *How you will be assessed*

All courses have only one tier of entry covering all of the ability range.

You will undertake:

- a 2 hour written paper worth 50% of the final GCSE grade based on materials and components
- a design and make assignment from a task set by the examination board worth 50% of the final grade.

You will study:

- Designing Skills:
  - to be creative when designing
  - understand design principals of form, function and fitness for purpose
  - generate design proposals and modify them in the light of product development
- Making skills:
  - select and use of tools/equipment and processes to produce quality products
  - consider solutions to technical problems in the design and manufacture process
  - work accurately and efficiently in terms of time, materials and components
  - manufacture quality products

It is expected that pupils who select this course will be prepared to contribute towards the cost or supply their own materials for coursework tasks.

Pupils must be prepared to work with a range of materials throughout the course but they will be allowed to choose from textiles, wood, plastics, paper and card when designing and making the product for their controlled assessment coursework.

*Syllabus: AQA 8552*

# GCSE Drama

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## *Why this subject?*

**It is fun.** But only if you like Drama and want to perform and if you are prepared to put in some hard work. Drama will give you increased self-confidence, improved performance techniques and an increased ability to work with others. You get to go on trips and you can take part in workshops with professional actors. In both GCSE Drama components, you will be working in small groups and you will be expected to show initiative, energy, enthusiasm and total commitment. You will also be required to demonstrate teamwork skills, creativity, patience and tolerance. Anybody of any ability can opt for GCSE Drama as long as he or she has the human qualities outlined above. However, it is a difficult situation for all concerned if a pupil chooses Drama because he or she cannot think of anything else to do. So choose Drama if you want to bolster your confidence, if you have a love of Theatre and wish to take the subject at A-Level, or you like the idea of applying current performance skills to dramatic texts and performance styles. Rehearsals after school are obligatory but these are generally not long and they are organised by the pupils themselves before productions.

## *What you will do*

In Year 10 the main emphasis is on exploring a range of performance genres, styles and stimuli for the devised performance. In conjunction with this we will begin reading and studying the set play-text. Year 11 will focus on honing and refining practical skills whilst researching and selecting plays for a scripted performance.

## *How will you be assessed?*

The exam grade is dependent on three components:

1. Understanding Drama: knowledge and understanding of how drama and theatre is developed and performed including the analysis of a set play and evaluation of live theatre works. **(40%)**

The paper is divided into three compulsory sections:

- A: Theatre roles and terminology  
B: Study of set text  
C: Live theatre production.

2. Devising drama: This is a practical component in which pupils are assessed on their ability to create and develop ideas which form a piece of theatre to be rehearsed and performed to a public audience. Pupils will also produce an individual Devising log documenting the devising process which contains three sections:
  - Inspiration and intentions
  - Development and collaboration
  - Analysis and evaluation **(40%)**
3. Texts in Practice: Pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance through the study and performance of two extracts from one play. **(20%)**

Pupils are **expected** to attend theatre trips into Cambridge and London.

Specification: AQA 8261

# *BTEC Level 2 First Award in Engineering*

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## *Why this subject?*

If you are interested in a career in engineering or a similar industry you will find this course ideal. It is a specialist work-related qualification for the engineering sector, providing education and training specifically in the areas of engineering, maintenance and manufacturing.

## *What you will do*

Everyone who chooses this option will complete a variety of projects using a range of engineering materials and equipment that will enable you to complete the course assignments.

You will cover Health and Safety in the Engineering world and Engineering information, as well as the course units.

The course units are likely to cover areas of:

- The Engineered World;
- Investigating an Engineered Product;
- Machining Techniques.

Some units will be covered by completing practical tasks although written evidence of understanding is required as proof of understanding. These tasks will be undertaken as an individual or as part of a group and will range from small projects such as the production of hand tools to large projects where it is important to show your ability to work well as part of a team.

## *How you will be assessed*

The core unit will be externally assessed, while the optional units are completed as assignments that are internally assessed. You will achieve the Level 2 First Award in Engineering.

You will be assessed on your practical work; your understanding of how you prepare to work in an engineering environment; your use of correct safety procedures and your understanding of the administration associated with the workplace.

Your evidence for assessment will include written explanations of your activities and understanding; the products you produce; photographic or video evidence of achievement, teacher observation and written examination.

BJK41 Engineering (Award) - Pearson Btec Level 1/Level 2 First Award  
(120 Glh) –600/4788/4

# GCSE Food Preparation and Nutrition

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## *Why this subject?*

This is a new course which is designed to be exciting and creative. It aims to help you to develop a wide range of practical cooking skills as well as developing a sound understanding of nutrition, the provenance of food and the working characteristics of ingredients.

If you are interested in food and food preparation then this maybe the course for you.

## *What you will do*

### **Areas of study:**

- food nutrition and health;
- food science;
- food safety;
- food choice;
- food provenance.

Each area will be taught through practical and investigative tasks which will give you the opportunity to develop a range of skills. There will also be scope for creativity when it comes to preparing and serving your food. Tasks may be undertaken as an individual or as part of a group.

## *How you will be assessed*

**During Year 11 you will complete the following pieces of assessment:**

### **Coursework tasks**

**Task 1 - Food investigation** - This will be worth 15% of your final mark.

**Task 2 - Food preparation task** - This will be worth 35% of your final mark.

### **Written examination**

This will be worth 50% of your final mark.

The exam board is AQA. Specification: 8585.

# GCSE Geography

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## *Why Geography?*

Studying Geography develops pupils' investigative skills. This includes research; presentation; analysis; decision making and self-evaluation. Geography develops key literacy and numeracy skills, which are both sought after by Further Education Colleges and potential employers. In particular, pupils' reading, writing, speaking and listening skills will improve as well as their competences in ICT. Geography raises pupils' awareness of places and equips them with the skills to be a responsible global citizen.

## *What will you study?*

GCSE Geography will be taught for 5 hours per fortnight over the 2 years. It is a modern course which covers a range of physical and human topics.

### **Paper 1: Physical Geography:**

- Global Hazards: looks at the causes, impacts and responses of earthquakes and volcanoes. Weather and Climate: pupils will investigate tropical storms, weather events in the UK and climate change.
- Physical landscape: pupils will examine coastal and glacial processes and features that have shaped the UK.
- Ecosystems: looks at why natural ecosystems such as tropical rainforests, deserts and cold environments are important

Pupils will be examined on all topics covered.

### **Paper 2: Human Geography**

- Urban Environments: this allows pupils to explore the challenges and opportunities for cities today including features of sustainable urban living.

- Development: pupils will investigate why some counties are richer than others and what the future holds for the UK.
- Reliance on resources: pupils look at the importance of natural resources such as food, energy and water

Pupils will be examined on all topics covered.

### **Paper 3: Geographical Skills**

This will involve pupils going out of school to carry out a number of fieldwork investigations, which will cover both Physical and Human Geography. Pupils will be given a written assessment that will include questions based on their fieldwork and on unfamiliar fieldwork materials.

## *How pupils will be assessed and when?*

- Paper 1 Physical Geography: This is a written paper which lasts up to 1 hour 30 minutes and will be taken at the end of Year 11. The exam is worth 35% of the total grade.
- Paper 2 Human Geography: This is a written paper which lasts up to 1 hour 30 minutes and will be taken at the end of Year 11. The exam is worth 35% of the total grade.
- Paper 3 Geographical Skills– This is a written paper which lasts up to 1 hour 30 minutes and will be taken at the end of Year 11. The exam is worth 30% of the total grade.

The specification that we follow is AQA <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

AQA 8035

# *City & Guilds Introduction to Hairdressing*

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## *Why this subject?*

The City & Guilds **Level 1** Certificate in an Introduction to the Hair and Beauty Sector is designed to build on your interest and passion for the hair and beauty industry. The course gives you an opportunity to gain a range of professional skills which will be a valuable preparation for further learning or training in such programmes as Level 2 Hairdressing or Level 1 Beauty. The course is delivered through a combination of the following:

- Practical workshops
- Theory classes
- Real salon environment at the College
- Demonstrations
- Role play exercises
- Group work
- Opportunity to undertake work experience placement

The course is weighted more towards practical application with some theory to support practical skills learned. The course is continually assessed and pupils compile a portfolio of evidence of their work as the course progresses.

The course would suit those pupils who have an interest in the hair and beauty industry and who would probably go on to follow a full-time college course or a career in hairdressing and or beauty.

## *What you will do*

You will complete five units: two mandatory units (see opposite) and three optional units.

Mandatory units:

- Unit 101: Introduction to the Hair and Beauty Sector
- Unit 102: Presenting a Professional Image in a Salon

## *How you will be assessed*

Both your theoretical knowledge and practical ability will be assessed through an assignment. Each assignment is divided into a series of tasks. To achieve each unit you will need to achieve **all** the tasks. Typically there will be a:

- task which requires you to demonstrate your subject knowledge;
- task which requires you to find out and report on hairdressing and beauty treatments, products and fashions, or the industry;
- task which requires you to demonstrate the practical skills acquired;

All units must be passed to achieve the full qualification, The City & Guilds Level 1 Certificate in an Introduction to the Hair and Beauty Sector and is the recommended course for those wishing to progress to CRC to continue hairdressing.

Accreditation No: 500/6347/9

# *BTEC Level 2 First Award in Health and Social Care*

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## Why this subject?

This course is a specialist work-related qualification for the health and social care sector.

It aims to give an insight into the world of work within the health and social care sector. It will provide the opportunity to develop knowledge, skills and attributes required for working in this field. It will provide a good foundation to progress on to related further education courses.

## What you will do

The course is divided into two core units and two specialist units

### **Unit 1- Human Lifespan and Development**

This aims to develop an appreciation of how individuals develop throughout their lives and the factors that can affect their development. This unit is externally assessed.

### **Unit 2 – Health and Social Care Values**

The care values underpin all good health and social care. This unit aims to develop a sound understanding of the values and an appreciation of how they are applied everyday by care workers.

### **The Specialist Units are:**

#### **Unit 3: Effective Communication in Health and Social Care**

Effective communication is important to ensuring that good quality care is provided to each service user. This unit aims to investigate different forms of communication. It will also allow pupils to investigate the barriers that prevent effective communication. Pupils will be given the opportunity to develop their own one to one and group communication skills.

#### **Unit 6: The Impact of Nutrition on Health and Wellbeing**

This unit aims to explore what is meant by a balanced diet and its effects on your body.

Each unit has its own specific learning outcomes, which will be delivered in a variety of ways: class work, discussions, site visits, visiting experts, supervised practical sessions and research.

## How you will be assessed.

Unit 1 will be assessed with a 1 hour written examination paper. This will be set externally and will be worth 25% of the final grade.

All other units will be assessed by coursework projects.

On completion of the course, pupils will receive a BTEC Level 2 First Award in Health and Social Care. This will be awarded at Pass, Merit, Distinction or Distinction\* Levels.

MNW58 Health And Social Care (Award) - Pearson Btec Level 1/Level 2 First Award (120 Glh) –600/4782/3



# GCSE History

## Why this subject?

- Have you ever asked why Hitler came to power when most Germans voted *against* him?
- Or why thousands of French people suddenly came to Britain in 1572?
- Ever considered why the Edinburgh Wing doesn't look anything like the other buildings around Fountain Court?
- Or why the Normans built a castle in Cambridge but not in Oxford?

There are no tiered papers, all classes have a variety of pupil abilities so everyone has the potential to gain top marks. GCSE History shows you *how* to make sense of the past at the same time as teaching you to *analyse, argue* and *evaluate*, skills that are so valued by employers and colleges.

The GCSE course is designed to give pupils a range of periods from Medieval to Modern as well as expecting them to study British history and the history of the wider world. Some periods are studied in great detail while others give pupils a much bigger picture over several hundred years following a common theme.

BRITISH HISTORY – 1 hour 45 mins. paper in Year 11 with a choice of questions

<p><b>Thematic Study</b> Migrants to Britain, from c.1250 to present</p> <ul style="list-style-type: none"> <li>• 14<sup>th</sup> century attitudes towards migrants</li> <li>• 16<sup>th</sup> century French refugees in Britain</li> <li>• The growth of Chinese and Indian communities in the 19<sup>th</sup> century</li> <li>• Britain's changing relationships with Empire, Commonwealth and Europe</li> </ul>	<p><b>20%</b> of total GCSE</p>
<p><b>British Depth Study</b> The Norman Conquest, 1065-1087</p> <ul style="list-style-type: none"> <li>• Uprisings against Norman rule</li> <li>• Norman castles all over England and Wales</li> <li>• Changes in society during Norman rule including language, culture, buildings</li> </ul>	<p><b>20%</b> of total GCSE</p>

LOCAL HISTORY – 1 hour paper in Year 11

<p><b>History Around Us</b> Sawston Village College as an historical site, 1930-2012</p> <ul style="list-style-type: none"> <li>• Why was this site chosen for a College?</li> <li>• Henry Morris and Fountain Court</li> <li>• The College and World War Two</li> <li>• Explosion in building work in the 1970s</li> <li>• The present day use of the College site</li> </ul>	<p><b>20%</b> of total GCSE With 10 marks for Spelling, Punctuation and Grammar</p>
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WORLD HISTORY – 1 hour 45 mins. paper in Year 11

<p><b>Period Study</b> The Making of America, 1789-1900</p> <ul style="list-style-type: none"> <li>• How and why the USA expanded</li> <li>• Californian gold rush</li> <li>• Slavery, Civil War and Native Americans</li> <li>• Various cultures in American life</li> </ul>	<p><b>20%</b> of total GCSE</p>
<p><b>World Depth Study</b> Living under Nazi Rule, 1933-1945</p> <ul style="list-style-type: none"> <li>• The machinery of terror as an instrument of control – secret police, camps, courts</li> <li>• Opposition from the German people including young people, churches and the army</li> <li>• Persecution of minorities, including Jews, Jehovah's Witnesses, and homosexuals.</li> </ul>	<p><b>20%</b> of total GCSE</p>

We follow the OCR B SHP syllabus (J411).

## GCSE History Trips

### Battlefields

Three days visiting sites from the First World War in Belgium and France.

### Berlin

Four days visiting a city that helps us understand German/World history

# GCSE Modern Languages French, German, Spanish

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## *Why this subject?*

The ability to communicate in and understand a modern language is an essential lifelong skill. Whether eventually used for travel or work purposes, competence in a modern foreign language will open up many opportunities and provide you with a broader cultural understanding.

In the work place, sectors as diverse as the media, banking, computing and engineering require people with foreign languages. A GCSE will provide you with a valuable foundation for post-16 study as well as being a useful qualification for today's job market. It is also an essential requirement for you to qualify for the *English Baccalaureate*.

Depending on what language has been studied in Years Seven to Nine, pupils may choose to continue with one language only (French, Spanish or German) or choose to study two. Pupils who continue with two languages at GCSE can study the combinations of French and Spanish or French and German.

## *What you will do*

- You will develop your ability to talk and write about various topics that are relevant to you.
- You will also focus on the skills of listening and reading, including through authentic texts in the language.
- You will perfect your language skills through a range of activities: role play, group work, ICT, as well as through more formal exercises.
- You will further your understanding of the culture of countries in which this language is spoken.

## *How you will be assessed*

### GCSE

The course will cover the following topics:

- identity and culture
- local, national, international and global areas of interest
- current and future study and employment

You will develop your ability to understand and provide information and opinions about these themes relating to your own experiences and those of other people, including people in countries/communities where the language you are studying is spoken.

There are two tiers of entry: Higher (grades 4 to 9) and Foundation (Grades 1-5).

Each unit is assessed by means of external examinations. This is the pattern of assessment:

Paper 1	Listening examination	25%
Paper 2	Speaking examination	25%
Paper 3	Reading examination	25%
Paper 4	Writing examination	25%

AQA French 8658, German A8668, Spanish AQA 8698

# GCSE Music

## *Why this subject?*

If you enjoy playing music, singing music, listening to music, talking about music, analysing music and composing music then this is the course for you. The GCSE music course is most appropriate for those pupils who wish to be actively involved in music making, either as singers or players. This is not a course for bystanders!

It is important to emphasise that **performance** is a significant part of the final assessment. Singers and players can perform within any musical style or genre but should be aware that regular practice and participation in extra-curricular activities are an essential part of exam preparation. Some familiarity with musical notation is a definite advantage for this course, as is some understanding of basic Music theory.

## *What you will do*

Music is essentially a practical subject but its study at this level requires a more academic approach. Lessons involve a mixture of practical, listening and theoretical work. Through your work at Key Stage 3 you will already be familiar with the central activities of Listening and Appraising, Performing and Composing. Through these activities you will explore music from four specified **Areas of Study**. These could include:

Instrumental Music 1799-1820	The Concerto through time
Vocal Music	Rhythms of the World
Music for Stage and Screen	Film Music
Fusions	Conventions of Pop

You will:

- develop your performance skills as a singer or player;
- develop your theoretical understanding, perhaps developing your notation skills, extending or developing your theoretical understanding or moving on to the preliminary study of harmony and analysis;
- sing;
- develop your Listening and Appraising skills through the study of music across a variety of styles and genres;
- undertake a detailed study of a number of 'Set Works', some pieces

- from each area of study;
- continue to work on group composition;
- work on your own individual composition supervised by a member of staff, making use of music technology if you wish.

## *How you will be assessed*

Your final grade will be based on 3 assessed activities.

### **Performing** (30%)

During Year 11 you will record two performances of pieces of your own choice which must, together, last for a minimum of 4 minutes. A solo performance carries half the marks for this paper. In addition, you must perform as a member of an ensemble. Controlled assessment conditions will apply to this unit which is assessed by the teacher and externally moderated.

### **Composing** (30%)

During the course you will complete, record and submit two pieces of individual composition, one of which will be a response to a brief set by the Examination Board. Controlled assessment conditions will apply to this unit which is assessed by the teacher and externally moderated.

### **Listening and Appraising** (40%)

This element of the course is assessed through a written examination set and marked by the Examination Board. The paper tests your ability to identify musical elements and characteristics and to compare the different ways in which composers work with these elements. You will be expected to be aware of the development of musical traditions and able to read and understand staff notation.

In the exam you will respond to questions based on recorded extracts of music from the 4 Areas of Study which you have prepared during the course. You will be asked to show that you can use the knowledge and understanding you have developed to evaluate and comment on music that you haven't heard before. Some of the more extended answers will be assessed for quality of written communication as well as for the quality of the musical information conveyed.

Specification: OCR J536

# GCSE Religious Studies

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## *Why this subject?*

- Are you curious about the big questions of life?
- Are you interested in people and why they hold different beliefs?
- Do you like expressing your own viewpoint, or debating issues and ideas?

In GCSE RS we explore questions such as: Can war ever be justified? Is it ever right to execute criminals? Is there any purpose to evil? Is there life after death? What does it mean to have free will? Do miracles happen today? Should euthanasia be legalised?

In GCSE RS you will learn to think critically and to develop and justify your own ideas on a wide variety of different philosophical and ethical topics which are relevant to the multi-faith world in which we live. You will critically engage with the attitudes of different believers as well as the views of atheists and humanists on a range of contemporary topics, assessing the persuasiveness of such views.

You do not have to be a “religious” person to take a GCSE in Religious Studies... the only thing that is essential is an open mind!

## *What you will do*

In Year 10 we study for Paper 1. We study four topics from a Christian and non-religious perspective:

- Belief in God
- Matters of Life and Death
- Marriage and the Family
- Living the Religious Life

In Year 11 we study for Paper 2. We study four topics from an Islamic and non-religious perspective:

- Belief in God
- Peace and Conflict
- Crime and Punishment
- Living the Religious Life

## *How you will be assessed*

You will be assessed by two written examinations taken at the end of Year 11, one for each unit (each worth 50% of the final assessment).

There is no coursework or controlled assessment in RE.

Your assessment is based on knowledge, understanding and evaluation.

*Syllabus: Edexcel B, Beliefs in Action*  
*Specification Code: 1RB0*

# GCSE PE or BTEC Sport

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## *Why this subject?*

A qualification in Sport can help you to develop your understanding of Human Biology and provide you with a sound understanding of basic sporting principles as well as an awareness of the importance of a healthy lifestyle. It will also help develop your practical ability, coaching, officiating and analysis skills in a range of activities. It could prove useful for a career in the ever-expanding leisure industry or in a study of Sport and Physical Education at college. The courses will certainly provide a varied and enjoyable two years.

## *Options within sport*

Within the Sport option, you have the option to follow one of two courses that we offer, either GCSE Physical Education or BTEC First Award in Sport. Both courses have practical and theoretical aspects but differ in the methods of assessment in both aspects of the course. The courses are outlined below, the main differences being how the assessment for each aspect of the course is completed.

## *Which course is more suitable?*

We run the courses together for the first half term to assess you in both theoretical and practical aspects. After this time, in discussion with your parents, we will recommend the course that we think will suit your academic and practical ability the most. Following this, the cohort will divide into two option groups, following the appropriate courses.

## *GCSE Physical Education*

You will learn about the following topics:

- Applied anatomy and physiology physical training.
- Socio-cultural influences Sports psychology Health, fitness and well-being.
- Practical activity assessment Evaluating and Analysing Performance.

You will experience a variety of practical activities during lesson time and also have the opportunity to be assessed in a wide range of other activities not covered in the school curriculum.

Your three strongest practical marks over the course which meet the assessment will be considered for your final grade; these will act as your coursework, along with a written piece of analysis work; analysing performance focused on skill. The permitted activities are grouped into two categories listed below, at least one activity has to come from each group

Individual Activities

Team Activities

You will also be required to demonstrate your ability to analyse performance, adopt different roles such as leader, coach, team captain and official.

# GCSE PE or BTEC Sport

## *How you will be assessed*

### **Practical coursework 40%**

This comprises of two components:

These are practical controlled assessments. You will complete:

- three practical performances;
- Evaluating and analysing performance.

### **Written Examination 60%**

This also comprises two components:

- **Component 1:** Physical factors affecting performance (1-hour)
- **Component 2:** Socio-cultural issues and sports psychology (1-hour)

The qualification is GCSE PE: OCR J587

QN: 500/4671/8

## *BTEC First Award in sport*

### *Why this subject?*

The BTEC First Award in Sport is a practical work-related course. It aims to provide the knowledge, understanding and skills necessary to help prepare pupils for entry onto a Level 3 course e.g.: A level, BTEC National in Sport or employment in the sports and leisure industry.

### *What you will do*

You will study the four units listed below to make up the Award.

Units of work	
1	<b>Fitness for Sport and Exercise</b>
2	<b>Practical Sports Performance</b>
4	<b>The Sports performer in Action</b>
5	<b>Training for Personal Fitness</b>

There will be a variety of learning styles: through one externally assessed unit and five assignments based classroom assessments, through discussion, research, presentations, practical-based sessions and investigation tasks.

**Fitness for Sport and Exercise** is a mixed theory and practical unit, where you will gain an insight into the scientific area of fitness testing and training.

**Practical Sports Performance** is a practically based unit, which aims to develop and improve yours and others practical sports performance and knowledge, through analysis and technique.

**The Sports Performer in Action** is a theory based unit, where you will develop knowledge of the body's energy systems and how exercise affects the body both in the short and long term.

**Training for Personal Fitness** is a mixed theory and practical unit where you will develop knowledge of how to develop an exercise programme for a specific individual athlete.

## *How you will be assessed*

Unit 1 is assessed by an online examination of your knowledge.

All other units are coursework based assessments, where learners complete a number of assignments to complete the unit's assessment criteria. Each graded on a Pass to Distinction scale.

Upon successful completion of all units, you will receive a nationally recognised BTEC First Award in Sport Qualification. You will receive this at a Pass, Merit, Distinction or Distinction\* level, depending on the outcome of the constituent units.

BJK42 Sport (Award) - Pearson Btec Level 1/Level 2 First Award (120 Glh)  
-600/4779/3

# *Extra-Curricular Option Subjects*

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# *GCSE Dance – on offer to pupils commencing Year 9 or 10 in September 2017*

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## *Why this subject*

Dance is an exhilarating and exciting way to convey ideas, stories and emotions through movement. It is a powerful and creative way of expressing yourself and your ideas.

GCSE Dance enables pupils to further their skills in this creative field. You will study various aspects and styles of dances including choreography (solo, duo & group) performance skills, dance analysis, vocabulary and stage craft.

You will enjoy learning how to choreograph and develop your performance skills. You will enjoy this GCSE if you like music, making up dances and watching different performances.

The course will be run under the direction of professional teachers from the Lane Academy. Our aim is to develop your self-confidence, to strengthen dance technique and to enthuse and inspire you to achieve your full potential.

## *Who will this course suit?*

It helps if you have had some prior dance experience but it is not essential. Much of the course is practical and so requires a high level of commitment and enthusiasm.

## *Where can I go with this qualification?*

When you have completed this course you have a number of options available to you. Many of the local sixth form colleges are now offering AS and A Level Dance and, of course, Performing Arts.

Dance diploma and degree courses are now on offer at a rapidly increasing number of colleges and universities and these courses offer a wide range of subjects within Dance and Theatre. There are also many independent Teacher Training Courses offered locally.

The study of Dance encourages pupils to be dynamic, confident and highly motivated. We work hard to increase fitness, improve posture

and develop imagination and artistry. We are looking forward to developing these skills with pupils from Sawston Village College in the future.

## *What you will do*

The course will be taught after school on Mondays from 3.20 to 5.30 pm.

The course is made up of 3 units of work which cover:

- Performance (30%): This is comprised of two units:  
A Solo – devised from set solo phrases (approx. 1 minute duration)  
A Duet/Trio – teacher/pupil collaboration (approx 3-3½ minutes in duration)
- Choreography (30%) (solo or small group) based on a stimulus from a prescribed list
- Dance Appreciation (40%) A written exam where pupils will be assessed on their knowledge and understanding of their own practical work and choreography and of the GCSE Dance Anthology.

## *How you will be assessed*

You will have mock assessments in both the first and second year of the course for your completed components. A mock written exam will take place in the second year before the final assessments as follows:

Written Paper – 90 minutes in duration

Practical units will be internally marked and externally moderated towards the end of the second year of the course.

### ***Exam Board & Specification:***

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>

Syllabus: AQA 8236



# *Certificate in Creative Studies: Music Technology*

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## *Why this subject?*

If you enjoy making music, talking about music, recording and editing music, using IT, being creative and have an interest in the music industry then this is the course for you. The course is suitable for any learner who wishes to develop and practise skills using a variety of sound equipment and software whilst exploring contemporary and popular music processes and conventions. Music Technology is designed for pupils who do not necessarily read music or play an instrument but would like to continue their musical study and also for those who are competent musicians. Music Technology can be studied alongside GCSE Music or as a stand-alone subject. It is worth noting that although musical performance is not an assessed part of the course, basic keyboard skills are essential.

## *What you will do*

The Music Technology course involves practical tasks, listening work and research projects. Pupils are required to document evidence of their developing skills and understanding. The NCFE offer fifteen different units; Level 2 pupils need to complete four. The most appropriate units for Sawston pupils have been chosen in advance with consideration of the school's available resources. Lessons will take place in the Music Tech studio but may involve occasional visits to Cambridge University's Faculty of Education to use their facilities. The four units you will study are:

1. Setting up and operating a digital audio workstation.
2. Creating music using a digital audio workstation.
3. Producing Dance Music.
4. Sound design

You will be introduced to music sequencing and the operation of sequence based software;

- create, edit and arrange MIDI and audio sequences;
- discover the characteristics of sound and acoustics and develop a familiarity with some of the technical vocabulary used;
- explore and analyse the background, technology and production techniques used in modern popular dance music and develop an understanding of a range of dance music styles and structures;

- arrange and produce a dance music track;
- investigate sound effect production techniques and create a range of effects for a music or other sound product (advert, podcast, audiobook etc.)
- develop your creativity and communication skills as well as problem solving and ICT skills.

## *How you will be assessed*

We follow the NCFE syllabus (601/6774/9) which is all coursework based; there will be no final exam.

Each unit includes around fifteen learning outcomes that need to be evidenced in your coursework portfolio. Work includes:

- a report, recording and evaluation of a MIDI and audio track;
- a recording of the dance music styles and genres;
- a report, recording and evaluation of sound effects track;
- a response to a set 'professional' brief.

Three units are internally assessed and one unit is externally assessed. This externally assessed extended project is completed under controlled conditions and you will be required to respond to a brief set by the exam board. In previous years candidates have been required to create music for a school open evening, research their choice of software and plan their project in detail like a professional assignment. The internally assessed units are marked in school and moderate externally. Pupils can achieve the qualification at pass, merit and distinction level.

Level 2 V Certs are equivalent to 1GCSE at A\* - C grade.

Music Technology is running as part of the extended curriculum and will take place on Tuesday afternoons. During Terms 1 and 3 the course will run from 3.30 to 5.30 pm, whilst in Term 2 the course will run from 3.30 to 6.00 pm. Pupils will also be required to attend two extended full day sessions which will take place on two of the Staff Training day. One of these will take place in October and the other in January. Pupils will complete the course in one year.

Important notice: there are limited places available for Music Technology.





DRAFT

Name: \_\_\_\_\_

Form: \_\_\_\_\_

**STEP 1:** Choose **one** subject from each block (for each block, place one tick in the column labelled 'choice').

BLOCK 1		BLOCK 2		BLOCK 3		BLOCK 4	
	<i>Choice</i>		<i>Choice</i>		<i>Choice</i>		<i>Choice</i>
ART		ART		COMPUTER SCIENCE		COMPUTER SCIENCE	
BUSINESS STUDIES		BUSINESS STUDIES		DESIGN & TECHNOLOGY		FOUNDATION LEARNING	
DESIGN & TECHNOLOGY		DESIGN & TECHNOLOGY		FRENCH		FRENCH	
DRAMA		DRAMA		GEOGRAPHY		GEOGRAPHY	
FOOD & NUTRITION		ENGINEERING		HEALTH SOCIAL CARE		GERMAN	
FRENCH		FOOD & NUTRITION		HISTORY		HISTORY	
GEOGRAPHY		FRENCH		PE/SPORT		SPANISH	
HAIRDRESSING		GEOGRAPHY		RE			
HISTORY		HISTORY					
		MUSIC					
		RE					

**STEP 2:** Choose **up to** three reserves in preferred order from any of the subjects offered above. Write the subject in the appropriate box. You must include at least one reserve.

1 <sup>st</sup> reserve	2 <sup>nd</sup> reserve	3 <sup>rd</sup> reserve

**STEP 3:** Should you wish, choose an after-school subject you wish to take (this is **optional**). Tick choice.

GCSE Dance		V Cert Music Technology	
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HAND IN to your form tutor (by 10 March 2017)

Name:

Form:

**STEP 1:** Choose **one** subject from each block (for each block, place one tick in the column labelled 'choice').

BLOCK 1		BLOCK 2		BLOCK 3		BLOCK 4	
	<i>Choice</i>		<i>Choice</i>		<i>Choice</i>		<i>Choice</i>
ART		ART		COMPUTER SCIENCE		COMPUTER SCIENCE	
BUSINESS STUDIES		BUSINESS STUDIES		DESIGN & TECHNOLOGY		FOUNDATION LEARNING	
DESIGN & TECHNOLOGY		DESIGN & TECHNOLOGY		FRENCH		FRENCH	
DRAMA		DRAMA		GEOGRAPHY		GEOGRAPHY	
FOOD & NUTRITION		ENGINEERING		HEALTH SOCIAL CARE		GERMAN	
FRENCH		FOOD & NUTRITION		HISTORY		HISTORY	
GEOGRAPHY		FRENCH		PE/SPORT		SPANISH	
HAIRDRESSING		GEOGRAPHY		RE			
HISTORY		HISTORY					
		MUSIC					
		RE					

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<b>1<sup>st</sup> reserve</b>		<b>2<sup>nd</sup> reserve</b>		<b>3<sup>rd</sup> reserve</b>	
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GCSE Dance		V Cert Music Technology	
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