



Guildford County School

SPECIALIST MUSIC COLLEGE

YEAR 9 GCSE OPTIONS

2021-2023

GIVE • CREATE • SUCCEED

A LETTER FROM THE HEAD OF LOWER SCHOOL



Dear students,

Choosing the subjects that you will study at GCSE is one of life's landmark moments. Amidst the frenetic uncertainties of teenage life, it is an opportunity to pause, reflect on where you have come from and, most importantly, think about who you want your future self to be.

It can seem daunting. You might not have a clue about who you want to be in the future, what you might want to do, or how you should go about getting there.

Or, perhaps you feel certain about the direction you are heading in, and instead are feeling pressurised to get these decisions right, for fear of making a mistake that will see your dreams come crashing down.

However you're feeling – stressed, chilled, or anywhere in between – is okay: these landmarks in life affect us in different ways.

If you are more towards the "stressed" end, I would like to share a story with you that might help. I have always had a strong memory of my own "Options Evening". The Headteacher and Deputy Headteacher had both talked for what seemed like hours about how important it was that we made the right decision; otherwise, our lives might be irreversibly damaged. I was an emotional wreck: at that age, I could barely think beyond my next meal.

Then our science teacher, Mr Younger, got up. I guess he did the job that I now do. In his Glaswegian accent, he said, "This decision isn't very important. Choose what you enjoy and the rest will take care of itself."

I'm not sure if he got in trouble for saying that, but I appreciated it nonetheless. And as I've moved through life, I've recognised the wisdom in what he said.

Many of you will work backwards from a career that you are keen to pursue, taking those subjects that are perceived as crucial for that occupation. You must ask yourself, though: if that career means doing subjects that you don't enjoy, is it the right direction for you?

You will spend more than 200 hours in a classroom studying the GCSE subjects you choose, and countless more hours doing home learning for them. If you don't like a subject, you will find it hard to motivate yourself, and your results will suffer.

Others of you might choose a subject because of a favourite teacher. This is natural, but be aware that there is no guarantee that you will be taught by that teacher at GCSE. So, think about the subject most of all. When it's a Sunday evening and you remember that you haven't completed an assignment due the next day, do you like the subject enough that you'll be motivated to fix the problem?

Before I give you some top tips, it's worth saying that the decisions you make now are about a gentle narrowing of your focus, nothing more. Our family doctor got halfway through a degree in languages before deciding that it wasn't his thing. Sure, he had to take some time to do a foundation science course, before restarting as a medicine undergraduate, but his new dream was still a possibility.

So, take your time over the decision around your options, and take it seriously, but don't let it give you sleepless nights. Focus instead on the excitement of new opportunities, subjects, topics and learning to come.

Best of luck folks, and enjoy. If you have any questions, please speak with your fantastic tutors, Assistant Heads of Houses and Heads of Houses. And if I can help at all, please get in touch.

Mr Houghton

MR HOUGHTON'S TOP TIPS

1. Have a think about where you might see your future self. If you feel certain about a career or university degree choice, spend some time researching it and find out if any GCSEs are required. It's most likely that only A' Levels are mentioned, in which case make a note of questions you want to ask Heads of Department on Options Evening on February 11th about which GCSE options you need to take to get on to their A' Level course.
2. Think about what GCSE subjects you enjoy, or might enjoy. Have a look through the subject outlines that follow to start with. As you do this, note down some questions you want to ask Heads of Department on Options Evening.
3. Make sure you spend some time understanding the type of work that will be required. How much time will you be expected to work outside of lessons, for example? And on what type of work? Be realistic about what is possible and fits with other commitments you might have.
4. Talk to as many people as you can, and be open to their interest, questions, and advice. Often, the perspectives of others can be useful in helping us make decisions.
5. Be kind to your parents and carers. To them, it feels like last week that you were running around in nappies. Now you're deciding on your GCSEs. Give them a break. Be nice and allow them an involvement in the process.

FREQUENTLY ASKED QUESTIONS

Are there any subjects that I have to take?

Yes, all students take compulsory courses in Mathematics, Science (two qualifications), English Language, English Literature, and Philosophy, Religion and Ethics (PRE). Alongside these GCSE subjects, students also continue with non-examined, but compulsory studies of Physical Education, PSHE, Citizenship, and Careers.

You also have to choose one of History and/or Geography.

How many “Options” do I choose?

Four.

One of these has to be either History or Geography, but you have a free choice over the others. You can study both History and Geography.

We also ask you to choose two reserve options, in case we are unable to meet your first choices.

Do you have to study a language?

No. Language study at GCSE is no longer compulsory at County; however, it is our expectation that most students will still wish to take a language, given the academic and life opportunities they bring. More able linguists can study two languages.

Can anyone choose Triple Science?

In Science, the Triple Award is an option by invitation. Students will be notified by the Science Department if this is appropriate for them. The decision will be informed by recent assessments and the potential a student has for dealing with the academic demands of the course.

I’ve heard about the ASDAN qualification. Can anyone choose this?

The ASDAN qualification has a different approach to assessment, with greater emphasis on coursework over examination. However, it is not suitable for all students and, like Triple Science, will be offered by invitation. We will speak with you about this if we think it is right for you.

Am I guaranteed to get my choices?

We can’t guarantee it. However, most students get all of their first choices. Every year, though, some (usually fewer than 10) students will need to select a reserve option. We will talk to you if this applies to you and make sure you are happy with your option choices.

Where can I get help in making my decisions?

You have lots of resources to use, including this booklet. Make sure you come to the (virtual) Options Evening on February 11th, as well. Very soon, you will be able to hear what teachers say about their subjects on some “talking heads” videos we will share with you on the school website.

There are lots of people to help you, too. Talk to your family. They can ask you questions about what your plans are and what you enjoy, and this will help you formulate your choices. Use your tutor and, of course, your teachers, who all have a wealth of experience when it comes to their subjects and making these kinds of decisions.

Keep a list of questions you have as you go along, and don’t worry if it takes you a while to come to your decision.

Should I listen to my friends?

Maybe. But remember that your friends are them, not you – they will like different things to you and be better at different things than you are. Definitely do not pick an option because your friend is. For a start, you might not be in the same group.

Are some subjects better than others?

No. Some subjects might be better for you, depending on what you enjoy and what you find success in. Teachers won’t be competitive and tell you their subject is better than others. We want you to make the best decision for you.

Can't you just tell me what to pick?

Sorry, no. We're here to provide you with information and guide you in your decision-making process, but ultimately, the decision is yours. Part of growing up into honourable adulthood is learning to make decisions like this; experiencing the excitement and trepidation is all part of it. We would be robbing you of a valuable part of the wider education we offer if we chose for you.

How do I hand in my choices?

We will be using an online form this year. After Options Evening on Thursday, February 11th, you will be sent a link to this form.

What's the deadline for the Options Form?

You must hand it in no later than Friday, 19th February. This is during the half-term holiday, so you'll have to be organised. A lot of work has to go on behind the scenes for us to have your timetables ready for September, and delays to you handing in your form could jeopardise this.

If I leave the "reserve choices" blank, does this mean I stand more chance of getting my preferred options?

No, it doesn't work that way. We try our hardest to create a situation where everyone gets their first choice, and this isn't affected by "reserve choices". If you don't fill in this section it will simply mean a delay to the whole process as we will have to return the form to you.

Who should I ask if I have any other questions?

Your tutor is a good starting point, but any teacher would be delighted to help you if we can.

COMPULSORY CORE EXAMINATION COURSES



Subject Title: English Language

Examination Board: AQA

Tier Structure and Grades: 9-1

General Statement:

English GCSE is a vital part of your GCSE studies – that's why it's not optional! You will need a pass in English to gain entry either to college or employment in the future.

What will I be taught?

You will be taught how to analyse a variety of texts, including non-fiction and fiction. The course also includes a writing element, covering a range of styles and audiences. You will also get an opportunity to air your feelings, as we believe in the importance of speaking and listening.

How will I learn?

You will learn using as many styles as possible. We use a range of stimulus materials from leaflets to television adverts, extracts to movies. You will work on your own, in groups, as a whole class, depending on the task.

What skills will I learn?

You will learn the skills needed to communicate effectively in the world outside school.



Subject Title: English Literature

Examination Board: AQA

Tier Structure and Grades: 9-1

General Statement:

Along with English Language, all students complete the literature GCSE course. In this section of the course, we concentrate on responding to a variety of forms of literature, including novels, plays and poems.

What will I be taught?

You will be taught close analysis of texts including drama, poetry, prose and of course, Shakespeare.

How will I learn?

You will be encouraged to formulate your own opinions on texts, based upon what other readers think and the relevant contextual information surrounding the text. You will use these opinions to write analytical essays on what you have studied.

What skills will I learn?

You will learn the skills of constructing, justifying and developing an argument both orally and written.

Subject Title: Mathematics

Examination Board: Edexcel

Tier Structure and Grades: 9-1



General Statement:

Mathematics has been around for roughly 3000 years. There's a lot of useful stuff to learn! In your GCSE course you will build on what you've learnt in lower school to master the basics. Physicist Eugene Wigner observes in "The Unreasonable Effectiveness of Mathematics" that breakthroughs in mathematical structures precede and are, he argues, prerequisite for breakthroughs in the sciences and how we understand the world around us. Everything from GPS to multi-receiver radar, building Wembley to the design and flight of a football, Spanish influenza to DNA, barcodes to stock markets and more require mathematics to be understood at any depth. The abstract nature of Mathematics gives us a framework to discuss less tangible questions too, such as "what is the shape of the Universe" and "how long have we been here?" In an increasingly automated world, programming a computer to do something is highly likely to be a part of your job. Mathematics is an essential part of being able to programme a computer.

To equip you for your careers and to provide a strong foundation for further study in Mathematics, the aims of the course are to:

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

What will I be taught?

- **Number** including: decimal (base 10) number system; properties of integers; arithmetic with the operations of addition, multiplication, radicals (eg squaring, cubing etc) and their inverses with integers, fractions and decimals.
- **Algebra** (generalising arithmetic) including: notation; linear and quadratic functions; set up and solve linear and quadratic equations.
- **Ratio, proportion and change** including: direct and inverse proportion; compound units such as speed, density, pressure and "rates."
- **Geometry and measures:** including: synthetic geometry (eg Circle Theorems, properties of parallel lines); mensuration; trigonometry; vectors.
- **Probability** including: tools for evaluating the outcome of independent and conditional events (Venn diagrams, tree diagrams, two-way tables).
- **Statistics** including: use and limitations of sampling, displaying data that doesn't mislead a reader, interpret and analyse data in various forms; how to be aware of misleading representations of data.

How will I learn?

You will learn these skills using a variety of learning styles, including pair work, whole class discussion, individual presentations and through investigations. You will receive regular homework to practice and ingrain the skills and knowledge you learn in class.

How and when will I be assessed?

Depending on which strand you follow you will either be following the Foundation or Higher Tier, both of which are linear with terminal exams after two years. The linear course is examined fully in Year 11 with three final examinations, each of 1 and a half hours each. There is no coursework.



General Statement:

All students will do a broad and balanced coverage of Biology, Chemistry and Physics over the two years. There will be a final examination in all three areas at the end of Year 11.

What will I be taught?

The Biology component includes: Cells and Organisation; Disease and Bioenergetics; Biological Responses; Genetics and Reproduction; Ecology. The Chemistry component includes: Atoms, Bonding and Moles; Chemical and Energy Changes; Rates, Equilibrium and Organic Chemistry; Analysis and the Earth's Resources. The Physics component includes: Energy and Energy Resources; Particles at Work; Forces in Action; Waves and Electromagnetism.

How will I learn?

Students will learn using a variety of learning styles, including pair work, whole class discussion, practical investigations and individual presentation. There will also be 21 required practicals which will be examined in the final examinations at the end of Year 11.

What skills will I learn?

You will learn:

- The application of scientific knowledge and how science works
- Investigative skills
- Practical skills
- Analytical skills
- Evaluation of evidence
- Research
- Presentations
- ICT skills
- Implications of Science for society

How and when will I be assessed?

Exams will be taken at the end of Year 11. The tier of entry (Higher or Foundation) will be decided based on student progress and teacher assessment. All three sciences must be sat at the same tier. There are no exams in Year 10 and there is no course work component.

Subject Title: Philosophy, Religion & Ethics

Examination Board: AQA Religious Studies A

Tier Structure and Grades: 9-1



General Statement:

“The unexamined life is not worth living and the un-lived life is not worth examining”.

Come and see what Socrates was talking about and discuss where we come from, why we are here, how we should live! What could be more relevant to your own experiences of the world? Be prepared to, as Marx said “question everything!”

What will I be taught?

We will look at the big issues such as:-

- Is it right to go to war?
- Should people have the right to die if they have an incurable disease?
- How was the world made?
- Is there life after death?
- Does God exist?
- Should abortion be legal?
- Should we execute murderers?
- Beliefs, teachings and practices of at least two religions.

..... and a lot more!

How will I learn?

You will learn through discussion, debates, asking questions, visiting places, guest speakers, watching DVD's, giving presentations, working in groups, answering structured questions.

What skills will I learn?

- The ability to see different sides to complex issues.
- How to put across your views and argue.
- How to research effectively and support and reject arguments.
- How to enquire, be critical and take a reflective approach to the study of religion.
- How to ask and reflect on fundamental questions, engage with them intellectually and respond personally.
- Develop their interest in important issues and relate it to the wider world.
- Reflect on and develop their own values, opinions and attitudes in light of their learning.

How and when will I be assessed?

Two exams at the end of Year 11 – 1hr 45 minutes per paper.

OPTIONAL EXAMINATION COURSES



Subject Title: Art, Craft and Design

Examination Board: AQA

Tier Structure and Grades: 9 - 1

General Statement:

Art, Craft and Design aims to stimulate interest and enjoyment in creative work. The course is broad in approach, exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies. Motivation, personal initiative and commitment are essential for success. It is not recommended that students take both Art, Craft & Design AND Photography.

What will I be taught?

You will extend your experiences of processes and skills through a short practical foundation course, learning new skills and techniques and working in a variety of media.

You will work on at least 2 themes and explore relevant images, artefacts and resources relating to Art, Craft and Design from the past and from recent times, to inspire your investigation and making processes. Your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in the subject. As part of the Art, Craft & Design course, you must explore and create work associated with areas of study from at least two titles listed below.

- Fine art (eg. drawing, painting, print sculpture)
- Graphic communication: (eg. illustration, package design)
- Textile design: (eg. fashion/costume design and illustration, printed/dyed textiles)
- Three-dimensional design: (architectural design, ceramics, body adornment,
- Photography

You will present your work in sketchbooks/workbooks/journals and in a portfolio.

How will I learn?

You will learn through practical work in the following ways:-

- By experimenting and experience with various media and techniques
- By working in two and three dimensions with a variety of media
- By making art
- By analysing and interpreting artists and designers approaches and techniques
- Visits to galleries and museums
- Using ICT to research information and to develop practical work
- Through discussion and enquiry

What skills will I learn?

You will learn to develop your personal imaginative responses and perceptual and visual skills. Design and composition/Presentation and organisational skills/ Problem solving/Developing ideas/How to analyse and annotate artwork/Evaluation/Display/Communication and group work. You will also learn to develop a unit of artwork from the initial idea to a final outcome.

How and when will I be assessed?

You will complete two components and be assessed on the quality of work in 4 key areas: Development, Experimentation, Recording and Presenting.

Component 1: Portfolio is 60% of the GCSE

The portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of work undertaken during the 2 year course.

This must show explicit coverage of the four assessment objectives.

Component 2: Externally set assignment: 40% of GCSE

You will respond to your chosen starting point from an externally set assignment paper. The work produced must show explicit coverage of the four assessment objectives, the 'final piece/s' or conclusion of this project will be completed during a 10 hour period of supervised time in March / April of the final term. Preparation studies for this unit are started a few weeks before the practical examination.

All artwork is marked internally and externally moderated. Assessment is ongoing using the GCSE art and design assessment criteria.

Subject Title: Art & Design; Textiles

Examination Board: AQA

Tier Structure and Grades: 9 - 1



General Statement:

Art and Design Textiles aims to stimulate interest and enjoyment in creative work. Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students will develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to textile design and their selected area(s) of study.

Motivation, personal initiative, persistence and commitment are essential for success.

What will I be taught?

You will extend your experiences of processes and skills through a short practical foundation course, learning new skills and techniques and working in a variety of textile related media.

You will work on at least 2 themes and explore relevant images, artefacts and resources relating to historical and contemporary Textile Art, to inspire your investigation and making processes. Your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in the subject.

You must explore and create work associated with areas of study from at least two listed below.

- fashion/costume design and illustration
- printed/dyed textiles
- woven and constructed textiles
- embellishment and jewellery
- digital or installation textiles.

You will present your work in sketchbooks/ workbooks/ journals and in a portfolio.

How will I learn?

You will learn through practical work in the following ways: -

- By experimenting and experience with various media and techniques
- By working in two and three dimensions with a variety of media
- By making textiles
- By analysing and interpreting artists and designers' approaches and techniques
- Visits to galleries and museums
- Using ICT to research information and to develop practical work
- Through discussion and enquiry

What skills will I learn?

You will learn to develop your personal imaginative responses and perceptual and visual skills.

Design and composition/Presentation and organisational skills/ Problem solving/Developing ideas/How to analyse and annotate artwork/Evaluation/Display/Communication and group work.

You will also learn to develop a unit of artwork from the initial idea to a final outcome.

How and when will I be assessed?

You will complete two components and be assessed on the quality of work in 4 key areas:

Development, Experimentation, Recording and Presenting.

Component 1: Portfolio is 60% of the GCSE

The portfolio must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of work undertaken during the 2-year course.

This must show explicit coverage of the four assessment objectives.

Component 2: Externally set assignment: 40% of the GCSE

You will respond to your chosen starting point from an externally set assignment paper. The work produced must show explicit coverage of the four assessment objectives, the 'final piece/s' or conclusion of this project will be completed during a 10-hour period of supervised time in March/April of the final term. Preparation studies for this unit are started a few weeks before the practical examination.

All artwork is marked internally and externally moderated. Assessment is ongoing using the GCSE art and design assessment criteria.



General Statement:

Whatever you end up doing in life you will be in business. You might run your own, manage someone else's, work for one or simply buy from many. This course will help you develop real business skills you can use throughout your life.

What will I be taught?

Unit 1: Business activity, marketing and people

This unit introduces students to the purpose, objectives, structure and stakeholders who influence businesses as they start and as they grow, focussing on the concept of enterprise. The unit also looks at marketing (how businesses identify customer needs and provide the right products in the right place at the right price to satisfy them) and human resources (how businesses recruit the right people and get the best out of them)

Unit 2: Operations, Finance and influences on business

This unit looks at how businesses actually produce their goods and services (identifying efficient processes, managing quality and providing customer service). Finance (raising finance, calculating and forecasting profit and cash flow) as well as the external factors affecting business performance (such as ethics, the economy and globalisation)

How will I learn?

You will learn in a variety of ways. There is a strong focus on learning by doing: taking part in role play activities in quality assurance, customer service and recruitment, playing business games to develop operations and accounting skills as well as mock planning application debates to develop logical chains of argument. You will look at a number of case studies from real businesses (through reading news articles, watching video, and listening to visiting speakers), analysing what makes them successful. You will also learn to solve problems creatively, using a range of skills and techniques

What skills will I learn?

You will learn problem-solving skills, including reading comprehension, analytical mathematics techniques, using these to logically identify specific issues, propose solutions and evaluate the best solution for the business in its present situation. You will develop a precise, concise business-like writing style. Through learning by doing, you will develop team skills (leadership, reliability, negotiation and co-operation) as well as personal presentation skills.

How and when will I be assessed?

Two 90-minute exams at the end of Year 11:

Unit 1: Business activity, marketing and people (50%)

Unit 2: Operations, Finance and influences on business (50%)

Subject Title: Computer Science

Examination Board: OCR

Tier Structure and Grades: GCSE 9 - 1



General Statement:

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself is growing rapidly as an 'underpinning' subject across Science, Technology, Maths, and Engineering. This is typically important in technology-related industries and for those seeking to study Maths and Science in Higher Education, which all require knowledge of programming. However, most business today require an ever-increasing number of technological aware individuals, including many humanitarian-based fields, such as medicine, law, charities, and healthcare. This course has been designed with this in mind.

What will I be taught?

Students will learn how to create their own applications, create simple computer programs, gain an understanding of the fundamental concepts around creating software applications and have opportunities to work collaboratively to gain experience as working as part of a development team. Students will additionally learn networking, database programming such as SQL, algorithm design and the fundamentals of high-level programming. Students will learn how computers work, and the role of each component required to make it work.

How will I learn?

Learning will be in the form of theory, practical-based problem solving activities, class discussions and frequent demonstrations with examples before students get to attempt the task themselves. Independence and resilience are encouraged and progress tracked to help prepare students for higher education, equipping them with the required skills to be successful in their future careers. An interactive *Improvement Log* with electronic feedback has been created to support students in their learning by tracking their understanding of each topic, ensuring students are aware of how they can improve throughout their journey. Students will have access to a dedicated Microsoft Teams area for their class, with individualised Class Notebooks that can be accessed from anywhere with any device.

What skills will I learn?

Problem Solving, Programming, Algorithm Design, Team Working, How a Computer Works, Hardware Components and Computer Networks.

How and when will I be assessed?

50% Computer Systems:

1 ½ Hour Exam assessed externally.

50% Computational Thinking, Algorithms and Programming:

1 ½ Hour Exam assessed externally.

20 Hour non-assessed programming project, internally monitored and externally moderated.



General Statement:

Drama is a fun, academic challenging option at GCSE. It is a chance for you to explore your imagination and take on the role of a performer or designer, producing varied pieces of drama, set and stage design, costume and make-up.

What will I be taught?

You will be taught how to perform a variety of different forms of drama, from scripted work to creating your own pieces of theatre. You will also be taught how to analyse live theatre seen. The option to develop your technical and design skills is also a feature of GCSE Drama; learning through the use of costume, set, lighting and sound.

How will I learn?

You will learn mainly through practical workshops, discussions and evaluations. There will also be many opportunities of seeing live theatre productions, from local shows to The West End. You must be fully committed to the course, as your spare time will be called upon for rehearsals. You will also learn by working as a team member: you must be able to work with anyone!

What skills will I learn?

The course shows that you are able to cope with the demands of a practical subject, as well as having the skill and commitment needed to work in a team. You will gain a developed analytical skill and a greater understanding of the world of live theatre.

How and when will I be assessed?

40% Written Exam
Set Play and Live Theatre Production
1 Hour 30 mins

60% Non-exam material
Devising Drama
Texts in Practice

Subject Title: Design and Technology

Examination Board: AQA

Tier Structure and Grades: 9-1



General Statement

Design and Technology is a practical and theoretical subject which requires the application of knowledge and understanding when planning and developing ideas that are then produced and evaluated.

What will I be taught?

Students will study a core base of technical principles and develop an in-depth understanding of:-

- New and emerging technologies.
- Energy, Materials, Systems and devices.
- Materials and their working properties
- Common & Specialist technical principles including; Timbers, Metals, Paper & Boards, Electronic systems
- Designing Principles
- Making Principles

Students will be able to combine skills and techniques from Resistant Materials and Graphics to form their response to a chosen contextual challenge. This non-exam assessment (NEA) is 50% of the final grade. The NEA is the large project section where students research, design, develop and make a product, in response to one of three contextual challenges set by AQA each academic year prior to its submission.

How will I learn?

Through designing and making products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible. You shall also visit the Design Museum, and create personal resources that enable you to retain and recall information.

What skills will I learn?

Students will be taught to:-

- Select and use tools and appropriate equipment to produce quality products.
- Problem solve technical problems as an integral part of the design process.
- Use tools and equipment safely with regard to themselves and others.
- Work accurately and efficiently in terms of time, materials and components.
- Manufacture products applying quality control checks and procedures.
- Use CAD/CAM.
- Use science and maths to work out the quantity of materials needed and used.
- Develop their work using the iterative process that is fully justified.

How and when will I be assessed?

NEA (coursework design and make project)	50%
Written exam	50%

Subject Title: Food Preparation and Nutrition

Examination Board: WJEC

Tier Structure and Grades: 9-1



General Statement:

The Food Preparation and Nutritional GCSE would appeal to anyone interested in Food. It will enable students to apply their knowledge, understanding and skills required to cook and apply it to the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.

What will I be taught?

- Economic, environmental, ethical and socio-cultural influences on food availability.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Functional and nutritional properties of food.
- Explore a range of ingredients and processes from different culinary traditions to inspire new Ideas or modify existing ones.

How will I learn?

You will learn through practical sessions, experimenting and making comparisons between products. Through discussion and enquiry you will develop a deeper understanding of food preparation techniques and the importance of nutrition. You shall also create personal resources that enable you to retain and recall information for assessments.

What skills will I learn?

You will be taught a wide variety of skills including higher level food preparation and cooking methods. You will learn various ways of presenting food ready to serve. You will use databases to analyse the nutritional content of dishes and spread sheets to work out cost of foods.

How and when will I be assessed?

Assessment is through 2 assessments and a written examination.

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|------------------|-------------------------|-----------|
| 1. Assessment 1 | Food Investigation Task | 15% marks |
| 2. Assessment 2 | Practical assessment | 35% marks |
| 3. Written paper | | 50% marks |

Subject Title: Geography

Examination Board: AQA

Tier Structure and Grades All students will sit the same papers and be graded from 9 to 1, where 9 is the highest grade



General Statement

Geography is everywhere and through doing this course you will develop the sense of “awe and wonder” that will allow you to fully appreciate and learn from the world around you. You will gain an understanding of the physical and human processes that shape our world, and how these produce changes over time. You will learn to appreciate the interaction and the interdependence of the physical and human environments, and the need for sustainable management of both. The course will give you an understanding of alternative futures and an awareness of the possibilities for involvement in planning and creating for the future.

What will I be taught?

Paper 1: Living with the Physical Environment

The topics in this unit include:

- The Challenge of Natural Hazards; Physical Landscapes in the UK; The Living World

Paper 2: Challenges in the Human Environment

The topics in this unit include:

- Urban Issues and Challenges; The Changing Economic World; The Challenge Resource Management

Paper 3: Geographical Applications

This paper will include:

An Issue Evaluation (with pre-release material); Fieldwork; Geographical Skills

How will I learn?

You will learn about the world in which you live in a variety of ways. You will learn on your own, and you will learn in small groups. You will learn through the use of books and maps, ICT (including GIS – Geographical Information Systems) and fieldwork. You will learn through whole class discussion, and you will learn by thinking, empathising, and asking questions. You will learn through looking, listening and doing!

What skills will I learn?

Throughout the GCSE course you will develop a wide range of skills, many of which will prove useful beyond Geography. These include: communication skills; graphical and cartographical skills; technological skills (including ICT and GIS); interpersonal skills through debate and discussion; literacy and numeracy; problem solving skills; and entrepreneurial skills and awareness of career possibilities.

In addition, you will be encouraged to learn independently, and to develop your ability to ask questions through enquiry based learning.

How and when will I be assessed?

Paper 1: Living with the Physical Environment

This makes up 35% of the total GCSE, and it is assessed in a 1 hour 30 minute examination

Paper 2: Challenges in the Human Environment

This makes up 35% of the total GCSE, and it is assessed in a 1 hour 30 minute examination

Paper 3: Geographical Applications

This makes up 30% of the GCSE, and it is assessed in a 1 hour examination. It will include the use of pre-release resources.



General Statement:

This new GCSE course offers a broad range of historical topics and will appeal to all students who have enjoyed History at Lower School. It combines medieval and modern units, focussing on the development of Britain from 1066, as well as how medicine has evolved in this time. The course also includes European and world history and a study on the development of the USA in the 20th Century.

What will I be taught?

You will study the following units:

- America 1920-1973: Opportunity and Equality. This unit investigates the boom and bust years of the 1920s and 30s, and the development of the Civil Rights movement in the USA.
- Conflict and tension 1918-1939. Students will focus on the inter-war years, studying the impact of the Treaty of Versailles on international relations and the steps to the Second World War.
- Britain: Health and the people c1000 to the present. This unit will focus on the development of medicine across time, including a focus on surgery.
- Norman England c1066-c1100. Students will learn how Britain was shaped following the Battle of Hastings, and how this impacts modern methods of ruling.

What skills will I learn?

You will be taught how to communicate through discussion and presentations, and regularly use sources to test their usefulness. You will be able to interpret and evaluate information and learn how to analyse situations and events. Explaining your ideas and using historical evidence to support these is an important element of the course.

How will I learn?

You will need to write short essays and produce your own notes, with support from your teacher. You will work alone and with others to research using a variety of formats including textbooks, ICT and DVDs. The History GCSE includes plenty of class discussion as well as individual study.

How and when will I be assessed?

Two written examinations at the end of Year 11

Paper 1: Understanding the Modern World
USA and Inter War units (2 hours, 50% of GCSE)

Paper 2: Shaping the Nation
Medicine and 1066 units (2 hours, 50% of GCSE)



General Statement:

The course is available to all those who have studied Latin during Year 9.

What will I be taught?

You will learn to develop and deploy your knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin. You will also learn to develop your knowledge and understanding of ancient literature, values and society through the study of original texts.

How will I learn?

During Year 10 we will continue to use the Cambridge Latin Course for language work and study of the cultural topics. We will look at some of the shorter verse texts from the OCR Latin Anthology in Year 10 and complete the study of set texts in Year 11.

What skills will I learn?

You will learn linguistic and problem solving skills. You will also learn skills of literary and cultural evaluation.

How and when will I be assessed?

OCR's GCSE (9-1) in Latin consists of three components that are externally assessed at the end of the course. You must sit the language component. You will also sit a prose literature component and a verse literature component.

Component weightings are as follows:

Language 50%
Prose Literature 25%
Verse Literature 25%

Subject Title: French/German/Spanish

Examination Board: AQA

Tier Structure and Grades: Higher (grades 9-4) Foundation (grades 5-1)



General Statement

Bienvenue!

Willkommen!

Bienvenido!

What will I be taught?

You will learn how to understand and respond to different types of spoken and written language, communicate and interact effectively in speech for a variety of purposes and communicate effectively in writing.

How will I learn?

Learning a language involves listening, speaking, reading and writing. You will use ICT, research skills, group and pair work, drama and language learning games. You have a textbook, supplemented by online material, and you will be expected to participate fully in all aspects of the course.

What skills will I learn?

You will develop your presentation, debating, research, organisation, translation, problem solving and evaluative skills. You will develop your ability to work with others and learn to evaluate your own work and progress.

How and when will I be assessed?

You will be assessed in all four skill areas. Students must take all four question papers at the same tier. Reading, Listening and Writing are assessed in the form of an examination. Speaking is a non-exam assessment conducted by the teacher and marked by an AQA examiner. The qualification is linear which means you will sit all your exams at the end of the course. Skill weightings are as follows:

Listening 25%

Speaking 25%

Reading 25%

Writing 25%

Subject Title: Media Studies

Examination Board: AQA

Tier structure and grades: 9-1



General statement:

Media Studies is the study of the ways in which the media affects and shapes all aspects of our lives today. It considers not only how media products are created but also the ways in which audiences are influenced by their consumption.

What will I be taught?

Media Studies engages you in the in depth study of media products in relation to four areas:

- media language • media representation • media industries • media audiences.

You will study media products from all of the following media forms:

- audio-visual forms (TV, film, radio, advertising and marketing, video games and music video) • online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing) • print forms (newspapers, magazines, advertising and marketing).

How will I learn?

You will learn using as many styles as possible. We use a range of stimulus materials from newspapers to television adverts, social media to video games. You will work on your own, in groups, as a whole class, depending on the task.

What skills will I learn?

You will learn to understand the ways in which the media works and how it impacts upon its audiences. You will also learn how to create media products, focusing on practical, technical and creative skills.

How will I be assessed?

The course is linear and will be examined at the end of Year 11:

Written exam 1 - Industries, audiences and representation: 1 hour 30 minutes - 35% of GCSE.

Written exam 2 - Media language and contexts of the media: 1 hour 30 minutes – 35% of GCSE.

Non-exam assessment – Creating a media product – 30% of GCSE. Assessed by teachers and moderated by AQA.



Subject Title: Music
Examination Board: AQA
Tier Structure and Grades: 9 - 1

General Statement:

“Music is life”... Your talent and potential will be nurtured in the areas of performance, composition and listening. You need to be able to play an instrument or to sing and it is advisable that you have or start individual lessons on an instrument or voice. If you love music, then this is the course for you!

What will I be taught?

The listening paper covers music from Symphonies to Samba; Club Dance to Film Music, The Blues through to Musical Theatre.

These are covered via 3 areas of study:

- The Western Classical Tradition
- Popular Music of the 20th and 21st Centuries
- World Music & Traditional Music

Composition skills range from song writing to quartets and students are asked to link their compositions to an area of study, so this provides a very flexible and individualised opportunity to compose according to your musical strengths and interests. You may present your work on acoustic instruments or via the use of music technology. You are required to write **2** pieces.

Performance – One solo piece and one ensemble. Minimum time length is 4 minutes across both performances.

How will I learn?

We cover a range of learning styles. Aural, visual, analysis, theoretical via written practical and workshops.

Our home Learning is individually set, so that you progress at the rate that is appropriate for you.

We also regularly ask our GCSE students to attend feeder schools to help with our community status work so that our students can transfer and cement their understanding of their own skills.

What skills will I learn?

You will learn about composition – how to develop original ideas, effective melody writing, accompaniments and arrangement. Performing develops your deliberate practice and nurtures individual talent, expression, confidence and your ability to cope under pressure.

Listening makes use of organisation, research, analysis and aural skills.

How and when will I be assessed?

Unit 1 – Understanding Music – Written Paper 1½ hour – 96 marks 40%

Unit 2 – Performing Music – Controlled Assessment – 72 marks 30%

Unit 3 - Composing Music - Controlled Assessment – 72 marks 30%



All deadlines are in May of Year 11

Subject Title: Photography

Examination Board: AQA

Tier Structure and Grades: 9 - 1



General Statement:

Photography: lens-based and light-based media aims to stimulate interest and enjoyment in creative photography. During the course students are required to work in one or more area(s) of photography, for example; portraiture, location, studio, experimental imagery, installation, documentary, photo-journalism, fashion photography. It is possible to explore overlapping areas and combinations.

Motivation, personal initiative, persistence and commitment are essential for success.

What will I be taught?

You will be introduced to a variety of experiences exploring a range of digital and darkroom techniques and processes in a short foundation course. You will work on at least 2 themes over the 2 years and research relevant images, artefacts and resources relating to photography from the past and from recent times to inspire your investigations and ideas. Your research will be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions in photography. Your written annotations will help to explain your ideas, research and project development. Work will be presented in sketchbooks/ workbooks/journals and in a portfolio.

How will I learn?

You will learn through practical work in the following ways:-

- By experimenting and experience with digital and cameraless/darkroom skills.
- By developing skills in the use of your camera and taking great photographs.
- By exploring post production techniques, both manual and digital such as powerpoint, Gimp and photoshop.
- By studying and analysing artists and designers approaches and techniques.
- Visits to galleries and museums.
- Using IT to research information and to develop practical work.
- Through discussion and enquiry.
- By making 'art' and experimenting/investigating concepts within Photography.

What skills will I learn?

Within the context of photography, you will develop the ability to use photographic techniques and processes, appropriate to your personal intentions, for example: lighting, viewpoint, shutter speed and movement as well as some darkroom techniques and Photoshop skills. You will also learn to develop a project from the initial idea to a final outcome and learn the ways in which meanings, ideas and intentions relevant to photography can be communicated. Broader learning includes: Presentation and organisational skills/ Problem solving/How to develop ideas/How to interpret, analyse and annotate artwork/ Evaluation/visual, written and verbal communication skills.

How and when will I be assessed?

You will complete two components and be assessed on the quality of work in 4 key areas: Development, Experimentation, Recording and Presenting.

Component 1: Portfolio is 60% of the GCSE

The portfolio will include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of work undertaken during the 2 year course.

This must show explicit coverage of the four assessment objectives.

Component 2: Externally set assignment: 40% of the GCSE

Students respond to their chosen starting point from an externally set assignment paper. The work produced must show explicit coverage of the four assessment objectives, the 'final piece/s' or conclusion of this project will be completed during a 10 hour period of supervised time.

In both components, you must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation

- Practical examination - 40% Students produce a final artwork response within a ten hour period during March/April of the final term. Preparation studies for this unit are started a few weeks before the practical examination.

All artwork is marked internally and externally moderated. Assessment is ongoing using the GCSE art and design assessment criteria.

Subject Title: Physical Education

Examination Board: OCR

Tier Structure and Grades: 9-1



General Statement:

Are you passionate about sport and the science behind what makes an elite athlete? Do you like learning new sports? Are you excellent at individual and team sports? If the answer is YES to these questions, then you would enjoy the GCSE Physical Education course. Physical Education is a great choice for those students who excel in a sporting environment and for those who are passionate about the theory behind sport, health and exercise. The GCSE PE course develops knowledge and understanding through practical application. Students are required to demonstrate the factors that underpin performance, apply that within a sporting context and analyse and evaluate these factors within their theory work.

What will I be taught?

The course is split into 2 parts, theory (60%) and practical (40%).

Component 1 –

- Fitness and body systems – applied anatomy and physiology, movement analysis and physical training

Component 2

- Health and Performance – health fitness and well-being, sport psychology and socio-cultural influences

Component 3

- Practical performance – skills during individual and team activities

Component 4

- Analyse and Evaluate performance – analyse and evaluate performance (AEP)

How will I learn?

You will learn in a variety of ways. In practical activities, you will learn through demonstrations and performances. You will also apply the theory you have learnt during your practical lessons with the overall aim of becoming excellent within 3 sports. Theory lessons will involve written work, group discussions and debates. We attempt to build knowledge with as much practical application as possible throughout the course. The PE teachers want you to enjoy the course, so we will always find a way to teach you in a fun, purposeful and rewarding environment. On average, you will have 3 theory lessons and 2 practical lessons every fortnight. This is on top of your normal core PE lessons.

What skills will I learn?

You will learn how to develop and apply advanced skills in a range of sports. You will be able to develop tactics and strategies use these against your opponents. You will also learn how to test and develop your own level of fitness. We will cover a range of sports in order to assist students in having 3 sports (1 team, 1 individual and 1 of any choice). You will learn how to evaluate your own sporting performance and how you can make progress within your chosen sports.

Team sports

Acrobatic gymnastics	Gaelic football	Rugby league
Association football	Handball	Rugby union
Badminton	Hockey	Sailing
Basketball	Hurling	Sculling
Camogie	Ice hockey	Squash
Cricket	Inline roller hockey	Table tennis
Dance	Lacrosse	Tennis
Figure skating	Netball	Volleyball
Futsal	Rowing	Water polo

Individual sports

Amateur boxing	Equestrian	Skiing
Athletics	Figure skating	Snowboarding
Badminton	Golf	Squash
Canoeing	Gymnastics	Swimming
Cycling Track, road or BMX	Kayaking	Table Tennis
Dance	Rock climbing	Tennis
Diving	Sailing	Trampolining
Platform diving	Sculling	Windsurfing

How and when will I be assessed?

The course will be assessed using the scale 9 – 1 in the following areas:

- Paper 1 - 60 minutes – Applied Anatomy and physiology. Physical Training – End of year 11
- Paper 2 - 60 minutes – Socio-cultural influences– End of year 11
- Practical performance – throughout the two year course putting forward three for assessment
- Analysing and Evaluating performance– controlled assessment in Year 11

Subject Title: Separate Sciences – Biology, Chemistry and Physics (Triple Award)

Examination Board: AQA

Tier Structure and Grades: Higher 9-4, Foundation 5-1

General Statement:

Students will be selected to follow three Sciences on the basis of end of Lower School assessments and their performance throughout Years 7, 8 and 9.

At the end of Year 11, they will achieve separate GCSEs in Biology, Chemistry and Physics.

What will I be taught?

You will cover the same topics as Combined Science: Trilogy; however, the topics will be covered in more depth. For example, Biology will also include looking at hormones in action; Chemistry will also include specific analytical tests and techniques; Physics will include a topic on Space when studying waves and electromagnetism.

How will I learn?

You will be taught by specialist Science teachers for Biology, Chemistry and Physics. There will also be 8-10 required practicals per subject which will be examined in the final examinations at the end of Year 11.

What skills will I learn?

You will learn:

- The application of scientific knowledge and how science works
- Investigative skills
- Practical skills
- Analytical skills
- Evaluation of evidence
- Research
- Presentations
- ICT skills
- Implications of Science for society

How and when will I be assessed?

Exams will be taken at the end of Year 11. The tier of entry (Higher or Foundation) will be decided based on student progress and teacher assessment. All three sciences must be sat at the same tier. There are no exams in Year 10 and there is no course work component.



POSSIBLE CAREER PATHS

One of the most common questions asked by students (and sometimes parents) is what careers could taking a particular subject offer to an individual? Consequently, we have added a couple of pages to help you with your decision making.

Art and Design

Art can be great preparation for any career that requires fine motor-skills, creative thinking, visual literacy, presentation skills, problem solving and an eye for aesthetics.

More specific careers include:

Architect, potter, jeweller, glass artist, costume designer, art critic, interior designer, animator, display/exhibition planner, courtroom artist, botanical artist, art dealer, art therapist, art teacher, fine artist, illustrator, printmaker, art historian, curator, prop maker, theatre set designer, ceramicist, art conservationist, tattoo artist, fashion designer, textile designer, public artist

Business Studies

- Running your own business, whatever your passion.
- Working for a business, exploiting your skills

Computer Science

Computing jobs are among the most lucrative and in surveys consistently have the highest job satisfaction.



Programmer (Games/Applications/Systems)

Scientist

Lawyer

Doctor

Engineer

And many, many, more!

Computer Science is one field where there are more jobs than qualified people to fill them, with a global shortage of women in the industry.

Design Technology

Careers that can be followed with a GCSE in Design Technology (Textiles/Graphics/Resistant Materials and Catering):

Designers-

Product design

Automotive design

Textile design

Fabric design within various industries

Technical development/ space/medical /military

Hospitality- Hotel industry/holiday firms

Catering large or small scale

Project managers



Site manager
Carpenter
Set designer-Theatre
Exhibition designers/events managements
Prop makers
Illustrators
Special effects stylists
Visual merchandising
Cabinet making
Building and construction 3
Engineering
Architecture



Drama

GCSE Drama could lead on to further study in Drama, Theatre Studies, Performing Arts and Expressive Arts at A-level and above, or other related subjects such as English, Music, Dance, Art and Design.

Career opportunities for students who study Drama at a higher level include: the media, theatre, television, radio, the film industry, arts administration, drama therapy, education, law, events management, the leisure and tourism industries.

English

Journalism
Teaching
Publishing
Medicine
Politics
Law



Geography

Geography is a broad based subject which is well respected by employers. Geography graduates have one of the highest rates of graduate employment. Geographers enter a very wide range of career areas and put simply there is no such thing as a geography job, there are jobs that geographers do. Studying geography provides you with valuable skills and a firm base for life-long learning.

Just a few jobs that geographers do:

Discover new places! Travel Agent, Tourism Officer, Eco-Tourism Advisor, Tour Guide, Media Researcher.

Enjoy being in the landscape? Hydrologist, Coastal Manager, Geologist, Civil Engineer, Soil Conservationist.

Interested in weather? Weather Presenter, Disaster Manager, Flood Prevention Officer, Risk Assessment, Water Supply Co-ordinator

Care about the Plant? Estate Manager, Forestry Ranger, Environmental Consultant, Pollution Analyst, Conservation Officer.

Fascinated by Maps? GIS Specialist, Cartographer, Utilities Manager, Remote Sensing Analyst

Interested in human behaviour? Planner, Social Worker, Market Researcher, Housing Officer, Estate Agent.

Want to know why people work where they do? Economic Developer, Location Analyst, Retailor, Regional Developer, Transport Manager.

Interested in world events? Aid Worker, Diplomat, Refugee Advisor, Charity Co-ordinator.

Famous geographers – Matthew Pinsent and James Cracknell, Amy MacDonald, Anita Roddick, Iain Stewart, Mother Teresa, Prince William, Ben Fogle, Steve Irwin, Nicholas Hodgson, Michael Jordan, Rob Andrew, Kurt Angel, Gethin Jones, Theresa May

History

Studying History at exam level can lead to a number of different careers. Students who enjoy the study of the different periods of History often consider teaching, museum work or archaeology. However, the majority of History students follow different paths, using the analytical and written skills they develop to follow careers in law, journalism, public relations and politics, among others.

Mathematics

Mathematics is a great basis for many jobs especially:

Actuary
Accountant
Analyst
Banker
Chemist
Computer programmer
Doctor
Engineer
Economist
Statistician
Teacher



Media Studies

An engaging and up-to-date qualification that seeks to train students in the skills needed to interpret and analysis media in its myriad forms. From looking more closely at the front cover of your favourite magazine, to considering marketing approaches through social media.

When you have acquired these new skills many career options will be open to you:

Marketing
PR
Journalism
Film & TV
Advertisingto name but a few.



Music

Music works well alongside: English; History; Media: Graphics; Art; Physics and Maths, offering the potential to follow a variety of career paths:

Performing – soloists, orchestras, bands, session work.
Composing – multimedia; Film; TV
Music Administration – Concerts, Theatre Festivals & Events
Journalism
Law
Medicine - especially music therapy.
Teaching - class and instrumental
Architecture – awareness of acoustics and space.



Languages

Pick a foreign language, any foreign language. No matter what language it is, the beauty of having a language is that there is no one given career path. Language skills are in demand and can open up

opportunities in areas that you may never even have thought to look. Teaching, translating and interpreting are obvious career options, but languages can be used in almost any career, particularly within businesses that trade internationally. Marketing, the Diplomatic Service, Broadcasting, Civil Service, Editing and Publishing are also popular career paths.

Religious Education

The ability to understand other people's viewpoints and be a good listener are invaluable skills if you intend working with people.

Specific careers include:

United Nations, charity work, social work, law, police, teaching to name but a few careers.

Photography

Photography can be great preparation for any career that requires creative thinking, visual literacy, presentation skills, problem solving and an eye for aesthetic.

More specific careers include:

Advertising photographer, fashion photographer, photo-journalist, food photographer, portrait photographer, wedding photographer, documentary photographer, fine art photographer, wildlife photographer

Physical Education

GCSE is a fun, engaging and challenging GCSE that not only tests your sporting ability, but students' knowledge of World sport past and present, in addition to the anatomy and physiology topics which make up the majority of the syllabus. For this reason, student's career paths would include occupations where there is a mix between physical activity and science. This would include Physiotherapy, sports coaching, sport analysts, statisticians, teaching or even working closely with elite sports men and women. Taking GCSE PE, would naturally lead into taking A level PE followed up with a degree in sports science. As the sporting industry is ever changing and advancing year by year, who know what jobs will be around in 8 years' time. That is why Sport and PE is so exciting!

Science

Just a few of the jobs related to studying science:

Doctor
Veterinarian
Pharmacist
Dentist
Electrician
Engineer
Physiotherapist
Dietician
Audio/video technician
Pilot
Animal trainer
Sport scientist
Forensic scientist
And not forgetting Astronaut!

