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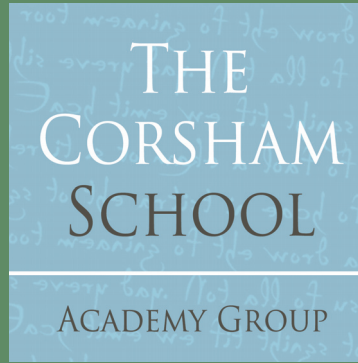
INFORMATION

**FOR STUDENTS ON COURSES
RUNNING IN YEARS 2024 - 2026**

THE CORSHAM SCHOOL

CONTENTS

INTRODUCTION	3
GCSE CURRICULUM STRUCTURE	4
PATHWAYS	5
HOW TO CHOOSE OPTIONS.....	6
CORE CURRICULUM	7
ENGLISH LANGUAGE	8
ENGLISH LITERATURE	9
MATHEMATICS	10
COMBINED SCIENCE TRILOGY	11
PHYSICAL EDUCATION	12
PSHE	13
OPTIONAL CURRICULUM	14
ART	15
PHOTOGRAPHY	16
TEXTILES	17
L1/2 BUSINESS STUDIES	18
GCSE BUSINESS.....	19
GCSE COMPUTER SCIENCE	20
BTEC DIGITAL INFORMATION TECHNOLOGY	21
GCSE FOOD PREPARATION & NUTRITION	22
GCSE DESIGN & TECHNOLOGY	23
DANCE	24
DRAMA	25
GEOGRAPHY	26
HISTORY.....	27
MEDIA STUDIES	28
MODERN LANGUAGES	29
GCSE MUSIC.....	30
GCSE PHYSICAL EDUCATION	31
RELIGION AND PHILOSOPHY	32
OCR SPORTS SCIENCE	33
SCIENCE: TRIPLE AWARD	34
GCSE SOCIOLOGY	35



INTRODUCTION

You are reaching a really exciting and important part of your education at Corsham School. In January, you will be choosing the subjects you would like to study at GCSE. This is the first time in your education that you have a say in which subjects you would like to continue with. It is vital that you make these decisions well.

NOVEMBER & DECEMBER

Taster sessions of GCSE subjects in class

Choice survey – this is where you indicate the subjects you might be interested in.
This helps us to build the option blocks.

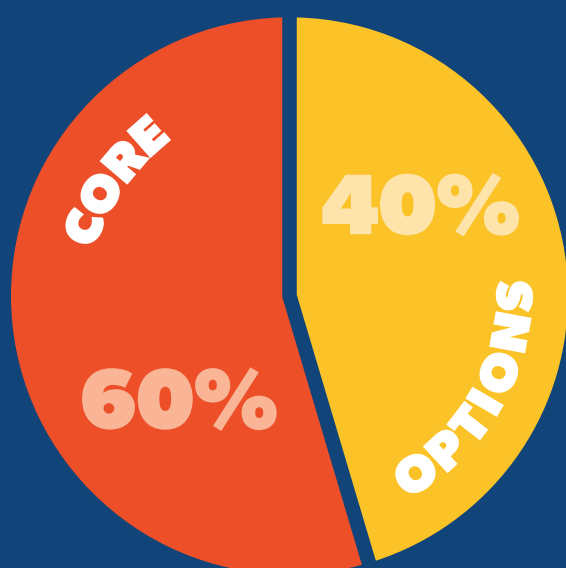
JANUARY

Y9 interim report – a chance to look at your strengths

GCSE Options evening – a chance to speak to subject teachers about options
and potential choices to help you choose

Options form submitted with your final choices

GCSE CURRICULUM



CORE - 60%

Every student studies the 'core curriculum'. These subjects provide a foundation of skills, understanding and knowledge which are considered essential and are therefore compulsory for all students:

- English: students will take both English Language and English Literature at GCSE
- Mathematics
- Physical Education: this is a recreational course which does not lead to a GCSE
- Science: either Combined Science (equivalent of two GCSEs) or a triple science (certification of separate sciences - Biology, Chemistry and Physics) – you will need to use one of your option block choices to opt for triple Science.
- PSHE – this is for personal development and does not lead to a GCSE

Maths	7
English	8
Science	10
PSHRE	1
PE	4
Option 1	5
Option 2	5
Option 3	5
Option 4	5

OPTIONS CURRICULUM - 40%

Most students should choose at least one of the following because the Department for education recommends that at least 75% of students follow an "Ebacc" curriculum. This means that they should be doing GCSEs in English Language and Literature, Maths, at least double Science, a Language and one of either History or Geography.

- GCSE French
- GCSE Geography
- GCSE German
- GCSE History
- GCSE Spanish

Students should then choose four of the following, ranking them from 1-4.

GCSE ART (FINE ART)*
GCSE COMPUTER SCIENCE or
BTEC DIGITAL INFORMATION
TECHNOLOGY*
GCSE ART TEXTILES*
L1/L2 BUSINESS STUDIES
GCSE MEDIA STUDIES
GCSE DANCE

GCSE DRAMA
GCSE PE or CAM NAT SPORTS
SCIENCE*
GCSE DESIGN & TECHNOLOGY
GCSE PHOTOGRAPHY
GCSE FOOD & NUTRITION
GCSE FRENCH
GCSE GERMAN

GCSE HISTORY
GCSE MUSIC
GCSE SPANISH
GCSE GEOGRAPHY
GCSE RELIGION & PHILOSOPHY
GCSE SOCIOLOGY
GCSE TRIPLE SCIENCES

PATHWAYS

The following is to help guide you into choices that will challenge you, engage you and build on your past learning to ensure you are following a curriculum that will give you success, suit your needs and will not create potential barriers for your future.

Pathway Title	Profile of Student	Choices
Pathway 3	May have a history of high academic scores from tests going back to primary school, achieves well with academic challenges, may have very high (6+) GCSE target grades, may be aspiring to go to a top university, will probably be thinking about facilitating (academic) A levels post 16.	<i>Should</i> choose one foreign language in one block, then one of either History or Geography in another then 2 further free choices but <i>should</i> consider triple sciences.
Example		French, Geography, D&T and triple science
Pathway 2	Aiming for 5 and above in English, Maths, Sciences and in a range of other GCSEs. May have high target grades (5+). Will probably be thinking about A levels and/or Level 3 Tech qualifications/Apprenticeships post 16.	Should do at least one of either History, Geography, Computer Science/Triple Science, Foreign Languages. This leaves 3 further free choices but students are not limited in their choices and may choose the same options as a pathway 3 student.
Example		History, PE, Triple Science and Food.
Pathway 1	May do best when more practical and “hands-on” subjects are mixed with academic. May be more successful in project work and unit tests rather than everything based on a final exam at the end of 2 years, may be considering Level 3 Tech qualifications, Apprenticeships or vocational courses post 16.	Should seriously consider one of History, Geography, Foreign Languages alongside GCSE and other GCSE equivalents but are not limited in their choices and may choose the same options as a pathway 3 student.
Example		Geography, NCFE Business, Sport Science and Media Studies.

Please note that the Ebacc is a government expectation.

Whilst the “Ebacc” is not a qualification in itself, it is a nationally recognised performance measure, covering subjects that provide transferrable skills and enable students to access a broad variety of options post 16. Many employers, Further Education and Higher Education establishments look for this range of subjects in candidates. Pupils taking EBacc subjects at GCSE are more likely to take A-levels, and to study “facilitating” subjects – those the Russell Group universities say are more helpful for getting onto a degree course. This is why we strongly recommend it for our Pathway 3 students.

If you have real concerns that this is not suitable for your child, please do contact us.

** You are only allowed to choose one of Art & textiles and one of either GCSE Computer Science or BTEC DiT. Equally, only one of PE GCSE or Camnat Sport Science is permitted.*

OPTIONS

How to choose?

- ✓ DO choose subjects which you like
- ✓ DO choose subjects which you are successful in
- ✓ DO choose subjects which you may need for a career or further education
- ✓ DO find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it!
- ✓ DO talk to the people who know you
- ✓ DO listen to the advice your subject teachers give you
- ✗ DON'T choose a subject just because your friend has chosen it
- ✗ DON'T choose a subject just because you like (or dislike) a particular teacher: they may not end up teaching you!

Please note that some combinations are not permitted as the content of the courses is too similar and counts as the same qualification.

What help is there?

- Year 9 assembly about the options process
- Year 9 Options evening
- Year 9 parents evening
- Students will spend time during PSHE learning about subject choices and the options process
- Students can request further careers advice from our in-house school's careers adviser
- Students will hear about the options subjects available to them in Year 9 lessons and teachers will be available to answer questions they have about the courses
- Parents can contact subject leaders if they have any questions – see please here for contact email addresses
<https://www.corsham.wilts.sch.uk/page/?title=Staff+list&pid=15>

After the online options choice forms have been completed, some Year 9 students may be contacted by staff to discuss the suitability of their choices. Learning Support teachers will guide students to help them make suitable option choices.

How do we process options forms?

We offer a wide range of option choices for our students, to provide individuals with the most personalised curriculum we can. **Practical constraints on the timetable, of group size and of resources, sometimes mean that students are not allocated their first option choice in a block and this can also mean that sometimes a subject may not run. This means that we cannot guarantee that everyone will get their first option choice.**

It may, in certain circumstances, be possible for students to change choices before September if class sizes and combinations allow. Students who want to change their option choices after the deadline will have to wait until all the forms have been processed. If the change is possible at that stage, it will be made, but if groups are full, the original choice will have to stand. For this reason, it is very important that students choose their options carefully and thoughtfully.

Once courses begin there will be limited opportunities to change; students are not normally able to change courses after four weeks of the course.

CORE
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CURRICULUM

2024 - 2026

THE CORSHAM SCHOOL

ENGLISH LANGUAGE

BOARD: AQA 8700

The study of English helps you to communicate clearly, effectively and appropriately through both the written and spoken word. The more you are able to speak and write with confidence the more successful you will be, not just academically, or in your future career, but in your personal life as well. English is therefore studied by all students.

COURSE CONTENT AND ASSESSMENT

All students will study English Language and English Literature. The course is assessed by two examinations at the end of Year 11.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning. Paper 1, 'Explorations in Creative Reading and Writing', looks at how writers use narrative and descriptive techniques to engage the interest of readers. Paper 2, 'Writers' Viewpoints and Perspectives', looks at how different writers present a similar topic over time.

Spoken language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students. The unit will get a separate mark from GCSE.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
What's assessed Section A: Reading <ul style="list-style-type: none"> Four questions on one literature fiction extract Section B: Writing <ul style="list-style-type: none"> descriptive or narrative writing 	How it's assessed Section A: Reading <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> writing to present a viewpoint
How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE
Questions Reading (40 marks) (25%) – one single text <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

TIERS OF ENTRY

There is only one tier of entry. All students will do the same exam papers.

What the course could lead on to: The course is a good foundation for further study in the sixth form – in any subject.

ENGLISH LITERATURE

BOARD: AQA 8700

All students will study the AQA English Literature GCSE. The study of literature not only extends your experience of reading and writing, it also develops your critical and analytical skills which will be of benefit to you generally, not just in your performance on this course.

COURSE CONTENT AND ASSESSMENT

Study of all of the texts involves note-making, essays and a range of analytical activities. There is plenty of group and whole class discussion and whenever possible theatre trips are arranged so that you gain as wide an experience of literature as possible. We also look at films to see how a particular piece transfers from page to screen.

Paper 1: Shakespeare and the 19th-century		Paper 2: Modern texts and poetry	
What's assessed <ul style="list-style-type: none">ShakespeareThe 19th-century novel	How it's assessed <ul style="list-style-type: none">1 hour 45 minute written exam64 marks40% of GCSE	What's assessed <ul style="list-style-type: none">Modern textsPoetryUnseen poetry	How it's assessed <ul style="list-style-type: none">1 hour 45 minute written exam64 marks40% of GCSE
Questions Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.		Questions Section A Modern texts: students will answer one essay question from a choice of two on the modern prose or drama text studied.	
Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.		Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.	
Additional information		Section C Unseen poetry: students will answer one question on each of two unseen poems and one comparative question.	

TIERS OF ENTRY

There is only one tier of entry.

What the course could lead on to: Because the study of literature broadens your experience and develops your analytical skills, it is valued by a wide range of employers and educational institutions.



MATHEMATICS

BOARD: EDEXCEL LINEAR (9-1)

Mathematics is a core subject and therefore compulsory. GCSE Mathematics changed in 2017 to a more demanding course designed to test student's ability to use and interpret mathematics as well as simply solving the problems. The volume of the subject content has also increased with the total time for the examinations is increasing from 3½ to 4½ hours. The new grading structure grades students from grade 9 to 1. In the assessments there's a greater emphasis on problem solving and mathematical reasoning, with more marks being allocated to these higher-order skills. The course will build on the work you have done in Years 7 - 9.

COURSE CONTENT AND ASSESSMENT

There remains the 2 different levels of entry for Mathematics

	Target grades
Foundation level	1 to 5
Higher level	4 to 9

The **actual** work you do will depend on which level you are going to be entered for. All students will follow a course which develops further their knowledge, understanding and skills in Number

- Properties and calculation
- Fractions, decimals and percentages
- Measures and accuracy

Algebra

- Notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences

Ratio, proportion and rates of change

Geometry and measures

- Properties and constructions
- Mensuration and calculation
- Vectors

PROBABILITY STATISTICS

During Year 10, you will have regular assessments based on the work you have covered in class. These assessments will be used to make sure you are entered at the correct level as well as preparing you for tackling the GCSE Linear exam at the end of the course.

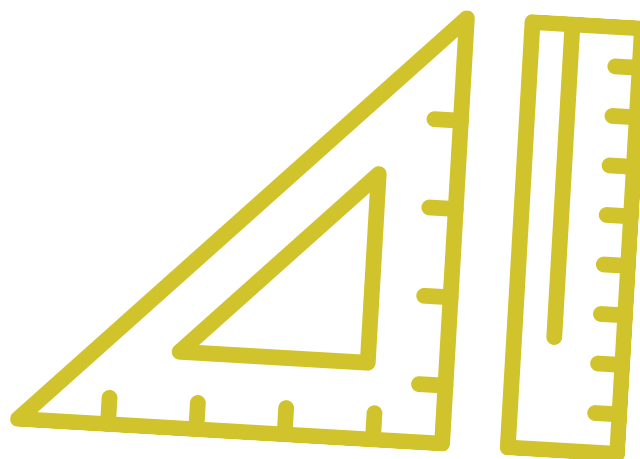
At the end of Year 11 there will be three written exams.

Two of the papers are calculator and one is non-calculator. All are 1 hour and 30 minutes long.

These assessments will be taken in the summer of 2023

What the course could lead on to:

Mathematics is an essential requirement for almost any job. It is important therefore that you get the best possible grade at GCSE. If you enjoy mathematics you might consider taking it at A Level.

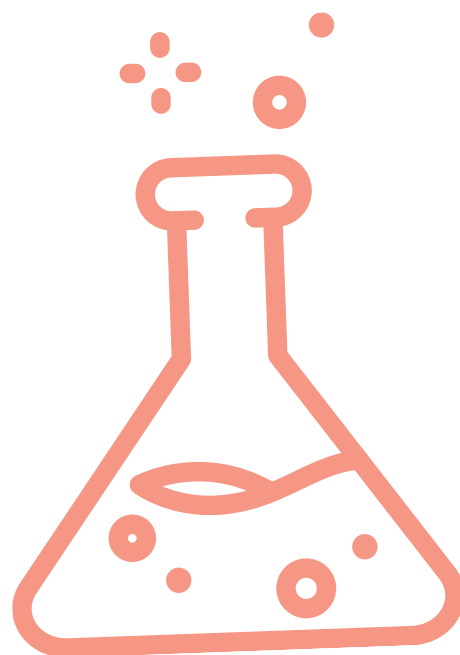


COMBINED SCIENCE TRILOGY

BOARD: AQA 8464

AIMS/APPROACHES ADOPTED

- encourages students to develop a critical approach to scientific evidence.
- explores the implications of science for society
- is suitable as a basis for further study of science
- aims to develop the scientific literacy needed by every citizen
- The Combined Science course provides two GCSEs in Science.



OUTLINE OF THE CONTENT OF THE TEACHING UNITS:

The topics for each subject area will include

Biology - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, 'Inheritance, variation and evolution' and also Ecology.

Chemistry – Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure m

The teaching and learning of 'Working Scientifically' and practical assessment is integrated into teaching and learning of science content.

OUTLINE OF THE SCHEME OF ASSESSMENT:

- Six exam papers, each one hour and 15 minutes which can be all Higher or all Foundation Tier.
- 15% of the marks are for questions based on experiments, apparatus and their techniques.

PHYSICAL EDUCATION

HEALTHY ACTIVE LIFESTYLES – NO GCSE

Making informed decisions about healthy, active lives.

The course aims to provide enjoyable opportunities for participation in various physical activities conducive to a healthy lifestyle while further developing leadership skills and making informed choices about future participation.

COURSE CONTENT

All students will follow a curriculum, which offers as much choice as possible.

Overcoming Opponents – invasion games, striking and fielding, net/wall games

Hockey, Netball, Rugby, Football, Badminton, Basketball, Volleyball, Tennis, Lacrosse, Handball, Cricket, Table Tennis, Water Polo, Rocketball, Softball and Rounders

Students will play the full recognised version of a competitive game using more advanced strategies and tactics. Improvement of personal performance and co-operation with others will be equally important. An understanding of the rules will be acquired through performance, leading and officiating.

Identifying and solving problems & Performance at maximum levels

This will include competitive swimming, distance events, personal survival, resuscitation and recreational swimming as well as a varied outdoor adventurous activities including use of the climbing wall in small groups where possible.

Exercising safely and effectively: Athletics. Aerobics and Circuit Training

Students will plan, carry out and evaluate a personal training schedule. They will learn how to improve their performance and apply appropriate strategies.

In Year 11 they will have the opportunity to use the Fitness Suite at the Springfield Centre

Accurate Replication

Trampolining: Introduction of trampolining in a safe environment. Practice of the basic skills leading to sequence work. Working towards BTF Awards (Preliminary, bronze and silver) for those who wish to.

TEACHING GROUPS AND CONTINUITY

Students will learn and participate in mixed ability or pathway groups. The curriculum ensures that students of all levels of ability will be catered for and that the courses offered will provide a stimulus for future participation. Students are expected to continue from key Stage 3 progression and be able to lead and officiate warm-ups, skills-based activities and organise games/compositions/sequences from their own knowledge. The use of the Springfield Centre is a particular focus for students, especially in Year 11. All the work covered will be appropriate to developing a healthy, active lifestyle as an adult.

PREPARATION FOR ADULT LIFE AND WORK – NO GCSE

PSHE education is a premium subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for adult life and work. PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

In PSHE, the goal is to develop the self-awareness, confidence and skills that all young people need to thrive in a highly competitive world. Students will learn to understand and consider the consequences of their decisions and gain the knowledge and skills to seek advice on personal issues which will help to equip them

In PSHE, we help to develop the opportunities for all students to both develop and demonstrate that they can take responsibility for their own learning. Furthermore, we seek to help all students identify personal targets for their career choices. Students will develop their ability to evaluate alternative courses of action for health and wellbeing, and learn strategies for managing independent living including relationships with others. They will learn to clarify their views and opinions through discussions with peers and interaction with the subject matter in lessons delivered by teachers, health professionals and visitors to the school.

There is no formal assessment for PSHE

COURSE CONTENT

PSHE is delivered through timetabled lessons once a fortnight by specialists and through the tutor programme, and will cover the following topics over Years 10 & 11:

- learning to learn;
- revision techniques and preparation for examinations;
- relationships and sex education;
- alcohol and drugs education;
- financial education;
- crime and the criminal justice system;
- living in the wider world as an independent adult;
- employability and enterprise;
- health and wellbeing including practical healthy eating.



OPTIONAL OPTIONAL OPTIONAL OPTIONAL OPTIONAL **CURRICULUM**

THE CORSHAM SCHOOL

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

Students who enjoy drawing and painting, mixed media, sculpture and printmaking. Students will benefit from a strong foundation to progress onto art and design related courses or career pathways. The course provides students with a wide range of creative and exciting opportunities to explore their interests in fine art in ways that are personally relevant.

COURSE CONTENT AND ASSESSMENT

Students will be introduced to a variety of experiences exploring a range of fine art media, techniques and processes, including both traditional and new technologies.

In Year 10 you will be asked to complete a sustained project alongside a selection of further work. A project should demonstrate an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.

The first project in year 10 follows the theme of 'Identity' looking at identity through still life, portraiture, place and environment and sculpture. Within this project you will be explore a variety of media and techniques like paint, pastels, collage, digital work and printing. Students will learn about artist like Sari Shryack, Andrea Matus, Ian Murphy and Barbara Hepworth to inform the subject content of their work. It is recognised that you will have individual interests and skills, which will be encouraged throughout the year.

In Year 11, students will complete an externally set assignment, which is a practical project set by the exam board. The students receive the exam paper in the beginning of January and complete preparation work before their final timed (10 hours) piece of work.

THE STRUCTURE OF FINE ART GCSE:

Component 1	Portfolio	60%
Component 2	Externally Set Assignment	40%

Assessment for GCSE Art is at the end of Year 11 when coursework provides 60% marks and an externally set assignment provides 40% marks. Work will be marked by the centre and moderated by the exam board AQA. Students need to evidence the four assessment objectives in their sketchbooks:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

EXAM BOARD LINK FOR MORE DETAILED INFORMATION:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What the course could lead to: This course could allow you to take an A-Level Art course or an equivalent course at college. The diversity of this course means it can lead towards a career in Fashion Design, Architecture, Marketing, Graphic Design, Animation, Illustration, Art Therapy, Set or Costume Design, Interior Design, Curator, and many more! Studying art as a subject allows you to develop critical thinking skills and the ability to interpret the world around you.



PHOTOGRAPHY

BOARD: AQA 8206

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

Self-motivated and well-organised students who enjoy looking at their surroundings with an imaginative eye, learning new skills, and working both technically and creatively.

COURSE REQUIREMENTS

It is advisable that students have their own digital camera (not a smartphone). Teachers are happy to advise.

COURSE CONTENT

This course will teach students to look at the world in a creative way, in order to visually communicate their ideas through photography. Students will develop critical analyses of artists' work, helping to develop their own ideas through personal response, practical application and written reflections.

The emphasis will be on project work that allows students to fully develop ideas over time. Students will produce a portfolio that consists of a number of short, teacher-led projects leading to a sustained, independent project. A typical theme might be 'Objects and Belongings', which takes inspiration from famous photographers and encourages students to see their world from a different angle. There is an externally set assignment at the end of the course.

Throughout this course, students will learn about a variety of photographic media, techniques and processes including some hands-on experimentation with traditional techniques in our dedicated darkroom, lighting in our studio and of course the use of computers for Photoshop and digital media. We encourage students to use these techniques and equipment to make thought-provoking work that shows a high degree of skill and technical knowledge, and personally developed ideas.



This coursework earns marks over the entire course resulting in a final grade. Students will use workbooks to demonstrate all practical learning, idea development and critical analysis.

The Externally Set Assignment is a similar format to the sustained project, but the themes are set by the exam board AQA. Students will have approximately 12 weeks to research, take photos, and develop ideas further. They then have 10 hours of supervised time to produce a final portfolio.

Students will develop valuable transferable skills in creative and practical problem solving, developing ideas through research, practical application, analysis and evaluation, and gain better organisation.

What the course could lead to: This course could allow you to take an A-Level Art course or an equivalent course at college. The diversity of this course means it can lead towards a career in Graphic Design, Digital Marketing, Photographer, Web Design, Animation, Advertising, Games and Film design, Visual FX many more! Studying photography as a subject allows you to develop critical thinking skills and the ability to interpret the world around you.

TEXTILES

BOARD: AQA 8204

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

Students who have enjoyed textile lessons in KS3. Students who enjoy exploring a range of textile media, techniques and processes, including both traditional and new technologies.

COURSE CONTENT AND ASSESSMENT

The course requires you to complete a portfolio of fine art textiles work about surface decoration and fabric manipulation.

In Year 10, the course focuses on art and textile techniques in the form of 2D, relief and 3D work based on a culture of the student's choice. There will be the opportunity to develop 2D art skills such as drawing, stencilling, printing and collage as well as being introduced to photography techniques within the darkroom and exploring methods of image transfer on to fabric. Students will learn a range of textile techniques such as weaving, embroidery, appliqué, machine stitching and fabric manipulation. Students will explore a range of materials and techniques in a sketchbook and will also have the opportunity to study the work of artists, designers and craftspeople, which will lead to the production of larger mixed media pieces.

In Year 11, students will complete an externally set assignment, which is a practical project set by the exam board. The students receive the exam paper in the beginning of January and complete preparation work before their final timed (10 hours) piece of work.

THE STRUCTURE OF ART TEXTILES GCSE:

Component 1	Portfolio	60%
Component 2	Externally Set Assignment	40%

Assessment for GCSE Art is at the end of Year 11 when coursework provides 60% marks and an externally set assignment provides 40% marks. Work will be marked by the centre and moderated by the exam board. Students need to evidence the four assessment objectives in their sketchbook:

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

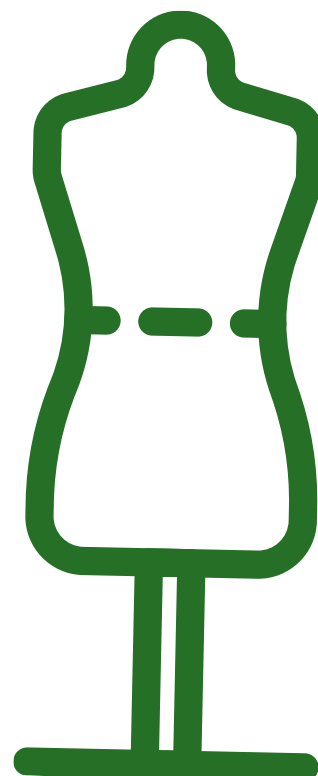
AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

EXAM BOARD LINK FOR MORE DETAILED INFORMATION:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

What the course could lead to: This course could allow you to take an A-Level Art course or an equivalent course at college. The diversity of this course means it can lead towards a career in Fashion Design, Marketing, Illustration, Set or Costume Design, Interior Design, Theatrical Design and many more! Studying art textiles as a subject allows you to develop critical thinking skills and the ability to interpret the world around you.



L1/2 TECHNICAL AWARD IN BUSINESS & ENTERPRISE

BOARD: NCFE

The NCFE Level 1/2 Technical Award in Business and Enterprise (603/7004/X) complements GCSE qualifications. It is aimed at 14 to 16-year olds studying key stage 4 (KS4) curriculum who are interested in the business and enterprise sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction* (equivalent to GCSE grades 8.5 to 1).

This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities

QUALIFICATION STRUCTURE

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all 8 content areas of this qualification.

CONTENT OVERVIEW

Content area 1: Entrepreneurship, business organisation and stakeholders

Content area 2: Market research, market types and orientation and marketing mix

Content area 3: Human resource requirements for business and enterprise

Content area 4: Operations management

Content area 5: Business growth

Content area 6: Sources of enterprise funding and business finance

Content area 7: The impact of the external environment on business and enterprise

Content area 8: Business and enterprise planning

ASSESSMENT OVERVIEW

The qualification has 2 assessments externally-set by NCFE: one non-exam assessment and one written examined assessment.

Assessment breakdown

		1 hour 30 minutes examined assessment
		21 hours non-exam assessment
Non-exam assessment (NEA)	Weighting (60%)	Externally-set, internally marked and externally moderated: <ul style="list-style-type: none">• synoptic project
Examined assessment (EA)	Weighting (40%)	Externally-set and externally marked: <ul style="list-style-type: none">• written exam
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

PROGRESSION OPPORTUNITIES

Depending on the grade the learner achieves in this qualification, they could progress to level 2 and level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

- GCSE Business Studies
- study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships, and further study; examples might include the Level 2

Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- Level 3 Applied General Certificate in Business and Enterprise
- Level 3 Technical Level in Management and Administration (this will support progression to higher education)
- A Level in Business (this will support progression to higher education)

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the business sector or through a variety of occupations that are available within the sector, such as in marketing, business administration and human resources.

GCSE BUSINESS

BOARD: EDEXCEL

Consists of two externally examined papers.

Specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

THEME 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 1: Investigating Small Business – 50% of the qualification (90 marks)

Content overview

Topic 1.1 Enterprise and entrepreneurship
Topic 1.2 Spotting a business opportunity
Topic 1.3 Putting a business idea into practice
Topic 1.4 Making the business effective
Topic 1.5 Understanding external influences on business

Assessment overview

The paper is divided into three sections:

Section A: 35 marks
Section B: 30 marks
Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

THEME 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Theme 2: Building a Business – 50% of the qualification (90 marks)

Content overview

Topic 2.1 Growing the business
Topic 2.2 Making marketing decisions
Topic 2.3 Making product decisions
Topic 2.4 Making financial decisions
Topic 2.5 Making human resource decisions

Assessment overview

The paper is divided into three sections:

Section A: 35 marks
Section B: 30 marks
Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.



GCSE COMPUTER SCIENCE

BOARD: OCR J277

WHICH COMPUTING COURSE?

GCSE Computer Science is the course to choose if you want to learn programming skills and learn technical details about how computers work. Computer Science is a more academic choice and is all exam based. Choose this course if you enjoy computer programming and problem solving.

IS THIS COURSE RELEVANT TO ME?

Yes! Computer based technologies are all around us. The modern world would not function without this technology. Of course, this technology has to come from somewhere and this is where creative innovative and dynamic individuals with a background in Computer science come in. Every walk of life has been and continues to be impacted by new technologies. Whether you want to go into the IT industry, engineering, financial, science and medicine, creative arts, film or media then Computer science is relevant to you.

WHAT ARE THE MAIN AIMS OF THE COURSE?

For an increasing number of people, producing and using digital applications to create digital content is the way they make a living. People serve whole industries by using their skill and expertise in this growing sector. The OCR GCSE in Computer Science has been developed to provide an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You will learn how this dynamic and rapidly changing subject affects us now and in the future.

COURSE CONTENT AND ASSESSMENT

The course is made up of two units that are designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. You don't need to have studied this subject before, and assessment is quite simply based on two written exams. The course will help you learn about critical thinking, analysis and problem solving. We hope you'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

Component 1: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. The computational thinking and programming unit will teach you the importance of algorithms and programming techniques in producing efficient and logical solutions to problems.

Component 2: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

HOW COULD IT HELP WITH MY FUTURE?

The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine. Computational thinking will help you in all areas and improve your problem analysis and solving skills.

ASSESSMENT

Component 1 is assessed through a written paper of 1 hour and 30 mins. It carries 80 marks and is equivalent to 50% of the overall grade.

Component 2 is assessed through a written paper of 1 hour and 30 min. It carries 80 marks and is equivalent to 50% of the overall grade.

For more information on this exciting new course check out the web site at <http://www.ocr.org.uk>

BTEC DIGITAL INFORMATION TECHNOLOGY

BOARD: EDEXCEL

WHICH COMPUTING COURSE?

BTEC DIT is the course to choose if you want to learn how to use IT in business situations including running projects, budgeting and networking. Most of your grade is based on coursework projects in class. Choose this course if you want to improve your general IT skills, enjoy working on big projects and prefer coursework to exams.

AIMS OF THE COURSE

The BTEC Award in DIT allows learners to develop skills through vocational work. You learn by doing practical tasks. The course focuses on project planning, interpreting data, and creating user interfaces.

BRIEF OUTLINE OF THE CONTENT OF THE TEACHING UNITS:

Component 1 – Exploring user interface design principles and project planning techniques

In this unit you get to be creative by designing a customer help system for a stadium. You will learn how real businesses use IT to manage projects from start to finish. Learn a range of techniques to plan a large project such as Gantt charts and critical path analysis. Design, develop and review an interface.

Component 2 – Collecting, presenting and interpreting data

In this unit you will learn how to use spreadsheets effectively to organise and manipulate data. Learn how real businesses can use spreadsheets to work with customer and sales data. Learn how to create a dashboard of information suitable for presenting to a business audience.

Component 3 – Effective digital working practices

In this unit you will learn how modern technology allows effective communication. Learn about IT security and legal issues. Learn how cloud technology is used in real life situations.

ASSESSMENT

30% coursework on designing user interfaces and project planning

30% coursework on collecting, presenting and interpreting data

40% exam on effective digital working practice.



GCSE FOOD PREPARATION & NUTRITION

BOARD: AQA 8585

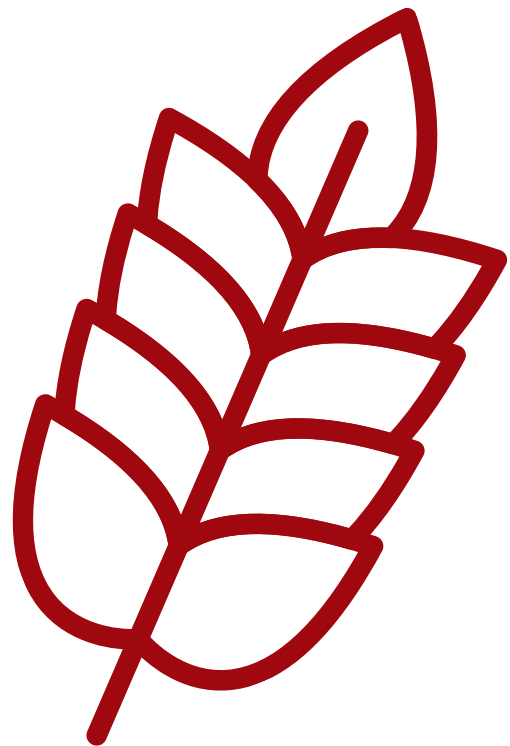
This exciting course equips students with a wide range of skills and techniques as well as an in depth knowledge of topics such as nutrition, food science, food safety and food provenance.

The course is designed to inspire and motivate students to embrace the global impact of the role that food plays in today's environment and society.

THE COURSE IS ASSESSED AND GRADED BY COMPLETING:

- A written examination taken at the end of the course (1hr 45mins) which is worth 50% of the final marks
- Two Non- Exam Assessments worth together 50% of the final mark. The first assessment is an investigative piece of work and the second NEA is an assessment of practical skills.

Students who are interested in careers in areas such as Food Science and Nutrition, Product Marketing, Food Purchasing/Sales and Food Preparation would find this course stimulating and an excellent introduction to the food industry.



GCSE DESIGN & TECHNOLOGY

BOARD: AQA 8552

NEW SPECIFICATION!

In line with the ever-changing world of design, this fantastic new GCSE encompasses all material areas, rather than focussing solely on Textiles or Resistant Materials. Pupils will learn about all material areas (textiles, wood, metal, plastic electronics), to be able to use them together – as is the norm in industry. For the NEA (previously known as controlled assessment), pupils can choose which material area they wish to focus on, but can incorporate as many (or as few) material areas as they wish in their work.

WHAT WILL YOU LEARN?

You will learn about the world of materials and design; including fabrics, plastics, woods, metals, smart and modern materials. You will develop your awareness of the design industry and learn much more about the role of the designer in product development. Assuming the role of the designer you will continue to extend your problem-solving skills and express your ideas creatively and artistically whilst expanding your portfolio of practical techniques. Through product analysis you will be able to broaden your design appreciation of trends and materials; you will also have the opportunity to enhance transferable skills such as time management and analytical thinking. You will be encouraged to use the school's Laser Cutter and 3D printer.

WHO IS THE COURSE AIMED AT?

Are you passionate about Designing and Making? Do you enjoy problem solving? Do you enjoy being creative whilst learning new techniques and skills? Do you want to try out your own ideas and perhaps follow a path which leads into Design, for any area, Engineering or Architecture? Then this course is an ideal choice for GCSE. It is important to note that this is a rigorous, academic GCSE, with written communication, research and problem solving featuring in this course. 15% of the exam paper is based on Maths and Science; pupils will be supported in this area if needed.

WHERE DOES THE COURSE LEAD?

The diversity of this course means it can lead towards a career in Fashion Design, Architecture, Marketing, Engineering, Interior Design, Materials Science, Medical Design and Development, Design Communication, Graphic Design and Product design to name but a few. Universities value D&T as a subject for those wishing to pursue all types of careers, including Science, Medicine and Art. If A-Levels or University are not for you, employers will value a GCSE D&T qualification as it develops creative, technical and transferable skills, such as ability to plan, organise and work independently.

WHICH SUBJECTS COMPLIMENT D&T?

Really, any subject compliments D&T, ranging from Art, Graphics, Drama and Art-Textiles to History, Geography and PE. It all depends how you want to progress after GCSEs.

WHERE CAN I FIND OUT MORE?

You can speak to Mrs Knight or you could speak to any of the current yr10 or yr11 students to find out what the course is like from a student perspective.

HOW IS THE COURSE STRUCTURED?

During the first two terms of yr10 you will develop your practical skills in lessons in all material areas, whilst covering the theory content of the course through several homework research projects. Following on from this you will complete a design and make assignment in class (NEA – Non-Examined Assessment), selected from a set of Exam Board approved tasks. For the NEA you can choose to specialise in one material area eg Polymers, Textiles, Wood or Metal. **Final GCSE: Non-Examined Assessment 50%, Examination 50%**

DANCE

BOARD: AQA 8263

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

All students with a special interest in contemporary dance, who are committed to working hard and improving their movement skills. This course is 60% practical dance work and 40% theory work. You must have an interest in performing dance and be prepared to put in extra work outside school hours.

COURSE CONTENT AND ASSESSMENT

Performance

This will include a study of:

- Good studio practice
- The technical nature of dance skills
- The expressive nature of dance skills
- Factors which influence the achievement of high quality dance performance

Composition

This will include a study of:

- The process of creating choreography
- Choreographic structure
- Constituent features of dance

Appreciation

This will include a study of:

- Analysis and interpretation of dances
- The historical and social context of dances
- A study of professional works



THE GCSE EXAMINATION

Component 1: PERFORMANCE & CHOREOGRAPHY 60%

Performance 30%

Perform solo set phrases set by the Exam Board

Perform in a duet/trio

Choreography 30%

Choreograph a group piece

Component 2 : DANCE APPRECIATION 40%

Written examination of 1 hour 30 minutes

Questions based on own practice in performance and choreography Questions on a set list of professional dance works

What the course could lead on to: Dance can be studied at A level and may be assessed as part of A level Physical Education. Very able dancers could become professional dancers, train to be choreographers or become a teacher of dance.

DRAMA

BOARD: EDUQAS C690QS

Text based performance 20%

Devised performance 40%

Written exam – 40%

WHAT IS GCSE DRAMA ALL ABOUT?

The course combines practical explorations, independent and group work, research, performance and written evaluations.

THE GCSE DRAMA COURSE IS IN THREE PARTS:

Component One: 40% Devising Theatre

You will devise a piece of drama based on a range of externally set stimuli, linking to a key theme or issue. During this process, you will apply a variety of explorative strategies to practically explore your ideas. You will use a range of rehearsal techniques to develop these ideas, before refining them for performance.

You will write notes of 900 words, to document your process and decision making.

You will perform your piece to an audience and it will be filmed.

You will write an evaluation of your piece under controlled conditions.

Component Two: 20% Performance from text

You will use a variety of drama mediums to practically explore play-texts for performance. In groups of 2- 4 you will read a range of plays, explore characters, themes and plot lines and will edit the script to create a final piece.

You will perform this piece in front of an external examiner.

Component Three: 40% Interpreting theatre

This is a written exam lasting 1hr 30mins.

In section A, you will answer a range of questions based on the set text – The IT by Vivienne Frenzmenn. You will study the set text thoroughly during your GCSE course. We will explore acting, directing, sound design, lighting design, costume design and set design.

In Section B, you will write a long answer review based on a live performance that you have seen during the course.

We will see at least one live performance and take part in professional workshops throughout the course



GEOGRAPHY

BOARD: EDEXCEL B (1GBO)

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

GCSE Geography is for everyone, but especially all students who want to make sense of the dynamic, changing world around them, giving them skills to be able to question the things they see and hear, as well as building on their KS3 knowledge and skills. The course will give students the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world. The key aim of the Geography department is to ensure that our Geographers leave the school being 21st century citizens with the ability to engage with the processes that happen around them.

GCSE geography is designed to allow a large number of topics to be studied and to provide an insight into a variety of the most important and relevant geographical issues. This diversity also allows all students to find topics they are interested and engaged in.

Content	Assessment
Global Geographical Issues Topic 1: Hazardous Earth Topic 2: Development Dynamics Topic 3: Urbanising World	1 hour and 30 minutes written paper 94 marks 37.5% GCSE
UK Geographical Issues Topic 4: UK Human (Urban and Rural) Topic 5: UK Physical (Coasts and Rivers) Topic 6: Fieldwork	1 hour and 30 minutes written paper 94 marks 37.5% GCSE
People and the Environment Issues Topic 7: People and the Biosphere Topic 8: Forests Under Threat Topic 9: Consuming Energy Resources	1 hour and 30 minutes written paper 64 marks 25% GCSE

WHAT THE COURSE COULD LEAD ON TO

Geography is recognised as one of the only a few subjects that helps develop a range of essential skills for further education and the world of work. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with, both at GCSE and A Level. It directly leads to studying Geography at A level, but also provides a good foundation for A level or BTEC courses in Economics, Business Studies, Biology, Sociology. A wide selection of degree courses and other studies could then be followed.

HISTORY

BOARD: EDEXCEL (1H10)

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

Any students who have found their study of History interesting but particularly students who enjoy questioning, discovering answers and developing their understanding about the world we live in. **Our key aims are** to acquire knowledge and understanding of the past, investigate events, people and issues, use historical sources critically and understand how the past is represented and interpreted.

CONTENT

Migrants in Britain 800-present and case study on Notting Hill 1948-70

We look at the main areas of change and continuity in migration to Britain across a wide time period:

1. Migration in Medieval England (including Vikings)
2. Migration in early modern England
3. Migration in eighteenth and nineteenth century Britain
4. Migration in modern Britain (including Notting Hill case study)

By the end of the unit, students will understand the contribution migrants have made to Britain as well as their experiences of life.

Superpower relations: The Cold War 1941-1991

1. The origins of the Cold War 1941-58
2. Cold War crises 1958-70 (including Berlin, Cuba and Czechoslovakia)
3. The end of the Cold War. 1970-91

By the end of this unit, students should understand the causes of the Cold War, how this impacted on the world and the reasons why the Cold war ended.

Early Elizabethan England 1558-1588

Key areas will be:

1. Elizabeth and her government and religion (including the questions over marriage and an heir)
2. Life in Elizabethan England (including exploration, theatre and poverty).
3. Challenges at home and abroad (war with Spain and the Armada).

By the end of the topic, students will understand how Elizabeth overcame the problems that she faced as well as the impact she had on England and its past.

The USA. Trouble at home and abroad. 1954-1975

1. The success of the civil rights movement in the USA.
2. Why the USA became involved in Vietnam
3. The impact of the Vietnam war on the USA

Students will examine a range of sources to understand this age of conflict for the USA.

EXAMINATIONS

Paper 1. One hour and 15 minute exam paper with a range of questions and a case study investigation into Notting Hill.

Paper 2. One hour and 45 minute exam paper with non-source questions.

Paper 3. One hour and 20 minute exam with a range of questions including source questions and interpretations.

What the course could lead on to: History GCSE is recognised as significantly improving skills in organisation, research and communication. It has high status in a great breadth of careers: these include business, administration, mass media, law, finance, personnel work, museums, archive and library work, marketing, journalism, advertising, civil service and local government, teaching and academic research, and management. Beyond GCSE there is a popular A Level course in History in the Sixth Form.

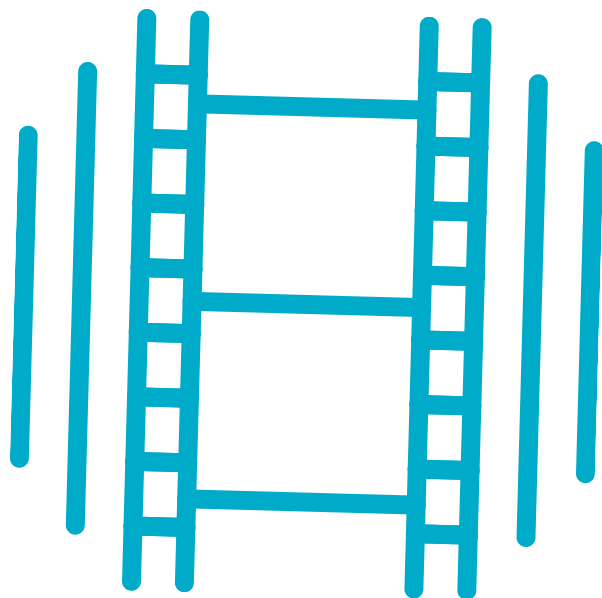
MEDIA STUDIES

BOARD: EDUQAS

WHO WOULD BENEFIT FROM AND ENJOY THIS COURSE

This GCSE Media Studies specification offers a broad, engaging and stimulating course of study which offers learners the opportunity to develop a thorough knowledge and understanding of the media and to develop analytical and practical production skills.

Learners study a wide range of media forms and products through the theoretical framework of media, which encompasses media language, representations, media industries and audiences. Media products are also studied in relation to relevant contexts, and learners will study, and apply a range of theoretical perspectives. Learners also develop practical production skills and apply their knowledge and understanding of the theoretical framework to a media production.



COURSE CONTENT AND ASSESSMENT

Assessment is based on two written examinations (totalling 70% of the qualification) and non-exam assessment (media production, 30% of the qualification).

The full set of requirements is outlined in the specification which can be accessed on the Eduqas website.

Component 1 **Exploring the Media**

Written exam: 1.5 hours (40%)

Breadth of forms; range of set products studied in relation to key areas of the theoretical framework.

Exam includes analysis of an unseen resource. Learners take clean copies of print set products into the exam.

Component 2 **Understanding Media Forms and Products**

Written exam: 1.5 hours (30%)

Three forms studied in depth in relation to all areas of the theoretical framework.

Exam based on set products and includes analysis of an extract from an audio-visual set product.

Component 3 **Creating Media Products**

Non-exam assessment (30%) Individual media production.

A range of briefs in four media forms will be set annually.

MODERN LANGUAGES FRENCH GERMAN & SPANISH

BOARD: AQA

WHO WOULD BENEFIT FROM AND ENJOY THESE COURSES

Anyone who enjoys languages, who plans to travel or who is looking for exciting job opportunities. These two-year courses in each of the foreign languages offered will give students the opportunity to study their chosen language(s) for enjoyment, for practical reasons such as travel or work, or as a foundation for further study. In this increasingly globalised world, it is a great advantage for any young person to be able to offer to their employer knowledge of one or more modern foreign languages, and a foreign language will, in turn, open up increased job opportunities.

COURSE CONTENT AND ASSESSMENT

Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

These themes are assessed by exams in listening, speaking, reading and writing in the spring/summer of year eleven. Each of these exams is worth 25% of the overall mark.

What the course could lead to: A GCSE in a foreign language could, of course, lead on to further study at AS, A level or at university. It would prove useful on courses such as Business Studies, Economics, Events

Management or Travel and Tourism and can be combined with almost any subject at degree level, giving students the opportunity to work or study abroad as part of their degree course. Many Russell Group universities like to see a GCSE in a foreign language, even for non-language courses.



GCSE MUSIC

BOARD: EDUQAS

Learners complete three different and complementary modules. These sections are awarded and combine to create the learners combined final grade.

Composing 30%

This topic empowers learners to create their own musical works. learners demonstrate their ability to control the elements of music in creative, personal works that express themselves and draw from their studies.

Performance 30%

The learner will perform a set list of pieces of between 4-6 minutes. At least one of these performances must be performed solo and at least one of these performances must be performed as part of an ensemble.

Furthermore, one of these performance pieces must be linked to the appraisal area of study. The use of music technology and improvisation is accepted within both solo and ensemble performances.

Appraisal 40%

Here learners gain a wider understanding and appreciation of the form, theory and history of music across many cultures. This contextual learning and knowledge is then used to enrich the learner's composition and performance topics.

The topics studied are:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

For further reading see the EDUCAS music Spec available at the link below.

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>



GCSE PHYSICAL EDUCATION

BOARD: OCR J587

WHO WOULD BENEFIT FROM AND ENJOY THESE COURSES

Those with a strong interest in sport and human performance and who want to understand how the body works and adapts to physical activity, while fulfilling their potential when being assessed for their performance in three areas of activity. Students are expected to be regularly participating in at least one activity at a competitive level.



COURSE CONTENT AND ASSESSMENT

1. Physical Factors affecting performance – 30% - written paper
 - Applied anatomy and physiology
 - Physical Training
2. Socio-cultural issues and sports psychology – 30% - written paper
 - Socio-cultural influences
 - Sports psychology
 - Health, fitness and well-being
3. Performance in physical education – 40%
 - Practical activity assessment – 3 activities. One activity from the 'individual' list, one from the 'team' list and one from either list. See <http://www.ocr.org.uk/Images/234827-guide-tonon-exam-assessment.pdf>
 - Evaluating and analysing performance (EAP) controlled assessment

RELIGION AND PHILOSOPHY

BOARD: AQA

COURSE INFORMATION

The GCSE short course builds on the knowledge, understanding and skills established in Religious Studies in years 7, 8 and 9.

Religion and Philosophy is also a challenging and rigorous subject that requires you to think deeply and question what you think you know about religion (in this case, Buddhism and Christianity), as well as giving the students an opportunity to develop and express their views through discussion, debate and reasoned essay writing on the following topics:

- Human rights and social justice
- Crime and punishment
- Peace and conflict
- Matters of life
- Relationships and families
- Buddhist beliefs and teachings
- Christian beliefs and teachings

An interest in current affairs, sociology, culture and history would be useful. Students will be required to not just understand the issues explored, but also to look at how the beliefs, teachings and practises of those with faith are expressed and the impact their approach to those issues in the 21st century.

HOW WILL I BE ASSESSED?

The assessment process is 100% exam at the end of Year 11.
Students will be required to sit two papers of 1 hour 45 minutes.

PERSONAL SKILLS AND LEARNING STYLES LEARNING STYLES

The course is accessible to all students and you will develop your interpersonal, linguistic, intrapersonal and critical learning skills.

Attributes Thinking for yourself and not just learning the facts.
Enjoy debating and challenging your own ideas.



OCR SPORTS SCIENCE

BOARD: OCR J828

WHO WOULD BENEFIT FROM AND ENJOY THESE COURSES

Students who enjoy physical activity and wish to learn about the positive impact sport can have on the body and mind. There is no practical assessment on this course.

COURSE CONTENT AND ASSESSMENT

Reducing the risk of sports injuries – 1 hour and 15 minutes written paper (70 marks) – mandatory.

Applying principles of training – coursework – mandatory.

Optional units (coursework) – any 1 from (these will be tailored to the needs of the students on the course) Sport psychology, sports technology, sports nutrition, and the body's response to physical activity.

Please speak to your PE teacher(s) and Mrs Humphreys/Mrs Killigrew about your suitability for the two courses on offer.

What courses could lead on to: Together with success in Science, a good grade in GCSE Physical Education or Sports Science would be a good background for A Level Physical Education and BTEC Level 3 in sport.



SCIENCE: TRIPLE AWARD

BOARD: AQA

AIMS/APPROACHES ADOPTED

- encourages students to explore explaining, theorising and modelling in science
- also encourages students to develop a critical approach to scientific evidence
- is suitable as a basis for further study of science

BRIEF OUTLINE OF THE CONTENT OF THE TEACHING UNITS

Biology - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, 'Inheritance, variation and evolution' and also Ecology.

Chemistry – Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.

Physics – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space Physics

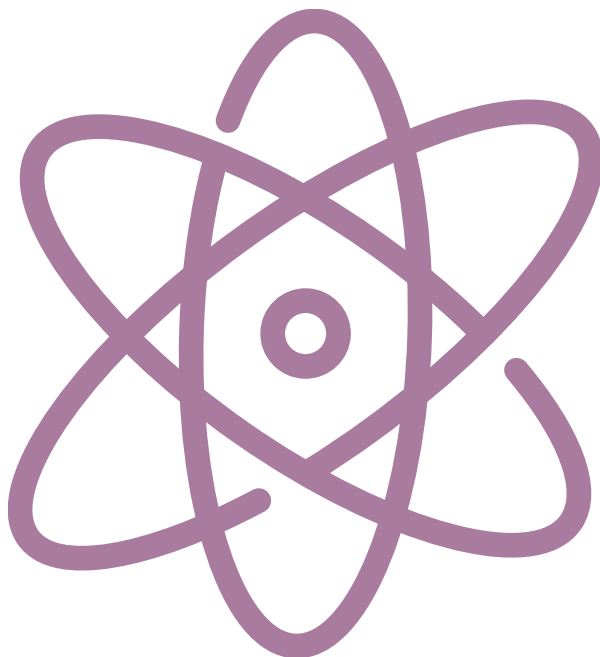
The teaching and learning of 'Working Scientifically' is integrated into teaching and learning of science content.

BRIEF OUTLINE OF THE SCHEME OF ASSESSMENT

- there are two exam papers for each subject each of 1 hour 45 minutes. These must both be Higher Tier or Foundation Tier. Students could take Higher papers in one science subject and Foundation in another.
- assessment of 'Working Scientifically', are integrated into all units
- 15% of the marks are for practical skills, apparatus and techniques.
- students are awarded 3 GCSEs

PROGRESSION TO WHICH LEVEL 3 COURSES?

- A Level Biology
- A Level Chemistry
- A Level Physics
- All other non-science AS levels.



GCSE SOCIOLOGY

BOARD: AQA 8192

Sociology is an exciting and challenging GCSE that enables pupils to understand the impact of society on their lives. Sociology is the scientific study of human behaviour, based on their social characteristics (social class, ethnicity, gender and age). It seeks to understand why different people are more or less likely to be successful, based on the advantages they are born with.

Sociology has been offered at degree level since the late 1800s and sociological reasoning has been traced back to the ancient Greeks. Sociology is closely related to psychology and philosophy as schools of thought. Despite its long history, sociology has always remained contemporary and seeks to explain social events and behaviour in current society.

FAMILIES AND HOUSEHOLDS

Why do families exist?

- What are the different types of family in the UK?
- How have families changed?
- Are the roles within families fair?
- Is there a dark side to the family?
- Is childhood now in a 'golden age' or has it become 'toxic'?

EDUCATION

What is the point in school?

- How has education changed over time?
- Is education fair?
- Are educational differences between students caused by society or the school?
- How does social class, gender and ethnicity impact your education?

CRIME AND DEVIANCE

Who commits crime?

- Who benefits from crime?
- Why do people commit crime?
- Who escapes punishment for crime?
- How do we prevent and punish crime?

SOCIAL STRATIFICATION

Who has power in society?

- What is poverty?
- How does your position at birth impact your future?

All students take the same examination paper and therefore the highest grades are accessible to all.

Sociology is a highly academic and well-respected subject that will be relevant in the work place as well as providing a good foundation for further study.

The course is recommended for the study of A level courses within People and Community Studies such as Religious Ethics and Philosophy, Sociology, Psychology and stand-alone Philosophy.



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