

THE  
CORSHAM  
SCHOOL

ACADEMY GROUP

# **Courses at Key Stage 4 2021/2023**

# Optional Subjects

# ART (FINE ART)

Board AQA: 8202

## ***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.

Currently, the first project in year 10 follows the themes of 'Identity' or 'Structures and Spaces'. Within these projects you will be able to exercise a good deal of choice in the size, media and subject content of your 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:**

<i>Component 1</i>	<i>Portfolio</i>	<b>60%</b>
<i>Component 2</i>	<i>Externally Set Assignment</i>	<b>40%</b>

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:*** A further art and design related course, like an A Level Art course or an equivalent course at college. The course will also lead to career pathways in art and design.

# ART (PHOTOGRAPHY)

Board AQA 8206

## *Who would benefit from 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 etc*

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 'Unusual Viewpoints', 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.

# L1/2 BUSINESS STUDIES

Board: NCFE

NCFE Level 1/2 Technical Award in Business and Enterprise offers an introduction to business and enterprise in a vocational and hands-on approach which will not only enthuse and inspire learners about a career in business and enterprise but it will also offer a progression onto A Levels and Level 3 qualifications. This qualification allows students to demonstrate their progression through the course by researching, planning, developing and evaluating a business/enterprise project.

## Content Overview

### **Unit 01 Introduction to business and enterprise**

In this unit learners will show an understanding of what it means to be an entrepreneur and how businesses are organised. Learners will develop knowledge of marketing, operations management and the influences that affect a business. Level Combined L1/L2 Assessment Externally assessed written examination Unit weighting 40%

Learning outcomes

LO1: Understand entrepreneurship, business organisation and the importance of stakeholders

LO2: Understand the marketing mix, market research, market types and orientation types

LO3: Understand operations management

LO4: Understand internal influences on business

LO5: Understand external influences on business

### **Unit 02 Understanding resources for business and enterprise planning.**

In this unit learners will understand business planning, including research, resource planning and growth. Learners will develop knowledge of human resources and finance and how they support business and enterprise planning.

Assessment Internal synoptic project Unit weighting 60%

Learning outcomes

LO1: Understand research, resource planning, growth and development for business and enterprise

LO2: Understand human resource requirements for a business start-up

LO3: Understand sources of enterprise funding and business finance

LO4: Understand business and enterprise planning

Subject name: Examining Board: NCFE BUSINESS STUDIES

## **Assessment Overview**

To achieve the NCFE Level 1/2 Technical Award in Business and Enterprise, learners must successfully demonstrate their achievement of all assessment objectives of the units. Learners must achieve a minimum of a Level 1 Pass in the internal and external assessment to achieve the overall qualification. Students will be encouraged throughout the course to make links with local businesses and entrepreneurs to gain first-hand experience of setting up and running a successful business.

**What will the course lead to:** - A level Business Studies, A level Economics, apprenticeship and employment in Business.

# GCSE COMPUTER SCIENCE

Board: OCR J276

## ***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.

**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.

## ***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>

# GCSE FOOD PREPARATION & NUTRITION

Board: AQA 8585

This fresh and exciting course equips students with an array of techniques, as well as knowledge of nutrition, food traditions and kitchen safety. This course was created by the exam board (AQA) with help from teachers and subject experts to inspire and motivate students, opening our eyes to a world of career opportunities and providing confidence to cook with ingredients from across the globe.

The work is divided into two equal components. A written examination paper (1hr 45mins) worth 50% and a written or electronic 'investigation' report worth 15% and a written or electronic 'portfolio' with photographic evidence of practical skills worth 35%.

As food is such a global market, you will gain skills that are useful in an open and wide range of careers including Food Science, Food Nutrition, Catering, Product Marketing, Food Sales/Buying and Food Preparation. These skills will also be valued in your personal life to understand what it takes to maintain a healthy lifestyle.

As an alternative to GCSE, sometimes it is possible to run a V-cert equivalent. The course is designed to provide learners with the skills, knowledge and understanding of using different cooking techniques and methods required for further study, apprenticeships or a career in this sector.

Course title - Food and Cookery Skills and is internally assessed based on 4 units of work.

# **GCSE DESIGN & TECHNOLOGY**

Board: AQA 8552

Design and Technology offers an opportunity to design and make a wide range of projects across a range of skill areas. Whilst traditionally a practical subject Design and Technology has developed and evolved into a subject that will stretch and challenge you to think outside of the box and push you to solve complex problems. Whilst we will still be working with a variety of materials from resistant materials to textiles fabrics you will also develop a range of design and analytical skills which will give you an excellent initial foundation for any future academic path. If you enjoy working with a range of materials and coming up with innovative ideas - this is the course for you.

In order to be successful in this subject you need to be imaginative, resilient and ready to rise to each of the challenges you will be given.

The work is divided into two equal components. A written examination paper (2hrs) worth 50% and a 'design and make' project also worth 50%.

You will gain skills that are useful in a wide range of careers including Engineering, Architecture, Product Design, Interior Design and Graphic Design. These skills will also be valued in further study of anything design related and in your personal life to develop decision making skills.

# DRAMA

## Board: Eduqas C690QS

Text based performance-20%

Devised performance 40%

Written exam – 40%

### What is GCSE Drama all about?

GCSE Drama is your chance to work practically with your peers and be creative. You will have the opportunity to develop skills in empathy and team work as you play many parts in differing imaginary situations; all the while considering a range of viewpoints and perspectives. You will have the time and space to create your own performance work as well as to practically-explore plays published by professionals. In addition, your learning will be supported by experiencing live theatre events created by both peers and at professional venues.

The GCSE Drama Course is in three parts:

### Component One: 40%

#### Devising Theatre.

You will apply a variety of Explorative Strategies to practically explore and *create your own* drama scenes, based on a range of externally set stimuli linking to a key theme or issue. You will be required to write continuous supporting notes, which will then form a 900word portfolio, as part of your assessment. You will perform your final devised piece to an audience and write an evaluation of it.

### Component Two: 20%

#### Performance from text

You will use a variety of Drama Mediums to practically explore play-texts . In groups of 2- 4 you will read the play, explore characters, themes and plot lines and will create a finished piece. You will select an extract from your chosen play to perform in front of a visiting examiner.

### Component Three: 40%

#### Interpreting theatre

This is an externally set and assessed exam lasting 1hr 30mins. You will study the set text practically during your drama lessons, you will make a set model box, design and make a costume and explore lighting and directing ideas

Section A: Set Text

A series of questions on one set text .**DNA, Dennis**

**Kelly.**

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

# GEOGRAPHY

Board: OCR B J384

## Who would benefit from and enjoy this course:

GCSE Geography is for those students who want to make sense of the world around them as well as building on their Key Stage Three knowledge and skills. The course will give students the chance to get to grips with some of the big questions, which affect our world through content that is relevant to any citizen of the planet in the 21<sup>st</sup> century. Students should be interested in developing their independent learning skills, communication skills, technological skills such as ICT and GIS and be looking to improve their literacy, numeracy and problem-solving ability.

Content	Assessment
<b>Unit (01) – Our Natural World</b>  Topic 1: Global Hazards – climatic and tectonic hazard events. Topic 2: Changing climate – the causes and impacts (national and global) Topic 3: Distinctive landscapes – rivers and coasts Topic 4: Sustaining ecosystems – tropical rainforests and Arctic regions  Fieldwork – students will be given the opportunity to carry out fieldwork that will include the exploration of a physical environment (river or coastline).	1 hour 15 mins written paper 70 marks  35% of the GCSE (9-1)
<b>Unit (02) – People and Society</b>  Topic 5: Urban futures – the causes, consequences and management urbanisation. Topic 6: Dynamic Development – the changing nature of countries along the development spectrum Topic 7: UK in the 21 <sup>st</sup> Century – population, economic, cultural and political change Topic 8: Resource Reliance – food, energy and water  Fieldwork – students will be given the opportunity to carry out fieldwork that will include the exploration of a human environment (town or city).	1 hour 15 mins written paper 70 marks  35% of the GCSE (9-1)
<b>Unit (03) – Geographical Exploration</b>  Although there is no specific content prescribed, it is anticipated that content from a range of topics within both the Our Natural World (01) and People and Society (02) components will be applied, as appropriate, in relation to a specific unseen country context.	1 hour 30 mins written paper 60 marks  30% of the GCSE (9-1)

## What the course could lead on to:

Geography is recognised as one of only a few subjects that helps develop a range of essential skills for further education and the world of work. It will obviously lead onto to the opportunity of studying the subject at A Level, but it is also a very useful foundation for other A Level or BTEC courses such as Economics, Business Studies, Leisure and Tourism, Biology. Later a wide selection of degree courses and other studies in Geology, Ecology, Agriculture, Planning, Environmental Management, Conservation, Leisure Management, Local Government, Travel Companies, Property Researcher to Film/TV location Unit, Tour Operator, Government Statistician.

# HISTORY

Board: AQA 8145

## **Who would benefit from and enjoy this course**

Any students who have found their study of History interesting. Students who enjoy questioning, discovering answers and developing their understanding about the world we live in. History GCSE is accessible to all abilities. **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.

### **Course Content and Assessment**

#### **Year 10 Terms 1, 2 & 3: The USA 1920-1973** We

address the following questions:

1. What was the experience of the USA during the Boom?
2. What was the impact of the Depression on the USA?
3. What changes did post-war America experience?

Students will examine a range of sources to identify the good times and the bad times in the USA throughout this period.

#### **Year 10 Terms 4 & 5: The Cold War in Asia 1950-1975** We

examine three key areas:

1. What happened during the conflict in Korea?
2. Why did the Cold War escalate in Vietnam?
3. Why did the war in Vietnam come to an end?

By the end of this unit, students should understand the causes of the tensions between the USSR and the USA and why wars were fought in Asia. Students will examine two case studies – Korea and Vietnam and decide how effectively the USA contained communism in the 1960s and 1970s.

#### **Year 10 Term 6 & Year 11 Term 1 & 2: Britain and Health. C.1000 – present day**

We look at the main areas of change and continuity in British medicine across a wide time period:

1. Medicine stands still: Medieval medicine.
2. The beginnings of change: The Renaissance and Scientific Revolution
3. A revolution in medicine: Industrial Revolution.
4. Modern medicine.

#### **Year 11 Terms 3 & 4: Elizabethan England 1568-1603**

Students complete a unit of study on the complex economic, religious, political and social changes during the reign of Elizabeth I. Key areas will be:

1. Elizabeth and her government (including the questions over marriage and an heir)
2. Life in Elizabethan England (including exploration, theatre and poverty).
3. Trouble at home and abroad (Religion, Mary, Queen of Scots and the Armada).
4. The historic environment of Elizabethan England.

## **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, 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: AQA 8572

## **Who would benefit from and enjoy this course?**

We realise that many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. That's why AQA have made the written assessment clear, well-structured and easy for students to understand.

Students will enjoy the variety of question styles, which include multiple choice, short and extended answer. There are also exciting non-exam assessment briefs that provide our students with clear guidance and support to help them to create media products which they can be truly proud of.

Students are required to 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).

## **Course Content and Assessments: 70% exam and 30% non-exam assessment:**

### **Paper 1:**

- Written exam: 1 hour 30 minutes
- 84 marks
- **35% of GCSE**

+

### **Paper 2:**

Written exam: 1 hour 30 minutes

- 84 marks
- **35% of GCSE**

+

### **Non exam assessment – creating a media product**

- A choice of topics related to the over-arching (annually changing) theme
- 72 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA **Students produce:**
- a statement of intent
- a media product for an intended audience

# 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

The course covers three broad themes which are divided into sub-themes:

##### **Identity and culture**

###### **Youth Culture**

Self and relationships  
Technology and social media

###### **Lifestyle**

Health and fitness  
Entertainment and leisure

###### **Customs and Traditions**

Food and drink  
Festivals and celebrations

##### **Local, national, international and global areas of interest**

###### **Home and Locality**

- Local areas of interest
- Transport

###### **France and Frenchspeaking countries**

Local and regional features and characteristics  
Holidays and tourism

###### **Global Sustainability**

- Environment
- Social issues

##### **Current and future study and employment**

###### **Current Study**

School/college life  
School/college studies

###### **World of Work**

Work experience and parttime jobs  
Skills and personal qualities

###### **Jobs and Future Plans**

Applying for work/study  
Career plans

These themes are assessed by exams in listening, speaking, reading and writing in the 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.

# Level 2 Certificate in Music Performance

## Level 2 Certificate in Music Technology

Board: RSL

There are two pathways if you choose music as an option. You will either complete a Level 2 Certificate in Performance or a Level 2 Certificate in Technology & Composition. The level 2 courses are equivalent to GCSE and you will receive a pass, merit or distinction at the end. You will be graded on a combination of coursework as well as a practical exam at the end of the course. The units for both courses are explained in more detail below:

### **Level 2 Certificate in Performance:**

#### **Unit 201ta: Music Knowledge Development (30% - internally assessed)**

The aim of this unit is to build students' musical knowledge and give them the ability to articulate their thoughts about music using the appropriate industry and theoretical language. Students will study various styles of music and then complete a presentation about two contrasting musical styles of their choice.

#### **Unit 202ta: Live Music Performance (40% - externally assessed)**

In this unit students will complete a live music performance in front of an audience. Students will need to decide on the pieces they are going to play and rehearse them in time for their final performance.

Students will then choose one of the following optional units:

#### **Unit 204ta: Instrumental Study (30% - internally assessed)**

This unit aims to enhance the students' capacity to understand how to maximise their development as an instrumentalist/vocalist, to recognise their strengths and encourage areas for improvement.

Students will set goals at the start of this unit and evaluate their progress on a regular basis.

#### **Unit 205ta: Composing Music (30% - internally assessed)**

In this unit students will learn about different composing styles and be able to create their own piece of music which reflects their chosen style.

**Students will need to play an instrument or sing in order to complete the performance course.**

### **Level 2 Certificate in Technology:**

#### **Unit 201ta: Music Knowledge Development (30% - internally assessed)**

The aim of this unit is to build students' musical knowledge and give them the ability to articulate their thoughts about music using the appropriate industry and theoretical language. Students will study various styles of music and then complete a presentation about two contrasting musical styles of their choice.

#### **Unit 203ta: Music Sequencing & Production (40% - externally assessed)**

In this unit students will be using Mac computers with Logic software. They will compose their own music and complete a 3-5 minute piece following set criteria for their final assessment.

Students will then choose one of the following optional units:

#### **Unit 206ta: Sound Recording (30% - internally assessed)**

This unit aims to introduce students to the sound recording process. Students will be shown the skills needed to record effectively and understand the principles behind the recording process. They will also learn mixing techniques and apply these to their own recorded work.

#### **Unit 207ta: Using a DAW (30% - internally assessed)**

In this unit students will learn the functions of a DAW (digital audio workstation). They will develop their keyboard skills in order to sequence music effectively. It is not necessary for students to already play an instrument or sing in order to study the Level 2 Certificate in Technology & Composition course. Students will learn basic keyboard skills at the start of the course in order to assist them with the sequencing units.

### **What the courses could lead on to:**

These courses will prepare you for various courses at Sixth Form level : BTEC Level 3 in Music Technology, AS and A Level Music, Arts and Entertainment Industries, or maybe contribute to Theatre Studies. Many employers value qualifications in music, as it demonstrates an awareness and understanding of multi-cultures; creativity; working independently and working with others.

# GCSE PHYSICAL EDUCATION or OCR SPORTS SCIENCE

Board: OCR J856 and J812

## GCSE Physical Education

Who would benefit from and enjoy this course: 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

## OCR Sports Science

Who would benefit from and enjoy this course:

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 – mandatory units:

Reducing the risk of sports injuries – 1 hour written paper (60 Marks)

Applying principles of training – coursework Optional units (coursework) – any 2 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.

**Examining Board:** AQA

Biology 8461

Chemistry 8462

Physics 8463

## SCIENCE: TRIPLE AWARD

This is covered in CORE Science time and one option block time.

Specification title:	AQA GCSE Biology AQA GCSE Chemistry AQA GCSE Physics
Aims/approaches adopted:	<ul style="list-style-type: none"><li>• encourages students to explore explaining, theorising and modelling in science</li><li>• also encourages students to develop a critical approach to scientific evidence</li><li>• is suitable as a basis for further study of science</li></ul>
Brief outline of the content of the teaching units:	<p><b>Biology</b> - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, 'Inheritance, variation and evolution' and also Ecology.</p> <p><b>Chemistry</b> – '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.</p> <p><b>Physics</b> – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space Physics</p> <p>The teaching and learning of 'Working Scientifically' is integrated into teaching and learning of science content.</p>
Brief outline of the scheme of assessment:	<ul style="list-style-type: none"><li>• 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.</li><li>• assessment of 'Working Scientifically', are integrated into all units • 15% of the marks are for practical skills, apparatus and techniques.</li><li>• students are awarded 3 GCSEs</li></ul>
Progression to which level 3 courses?	<ul style="list-style-type: none"><li>• A Level Biology</li><li>• A Level Chemistry</li><li>• A Level Physics</li><li>• All other non-science AS levels.</li></ul>

# 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.

# 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.

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.

## ***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 practices