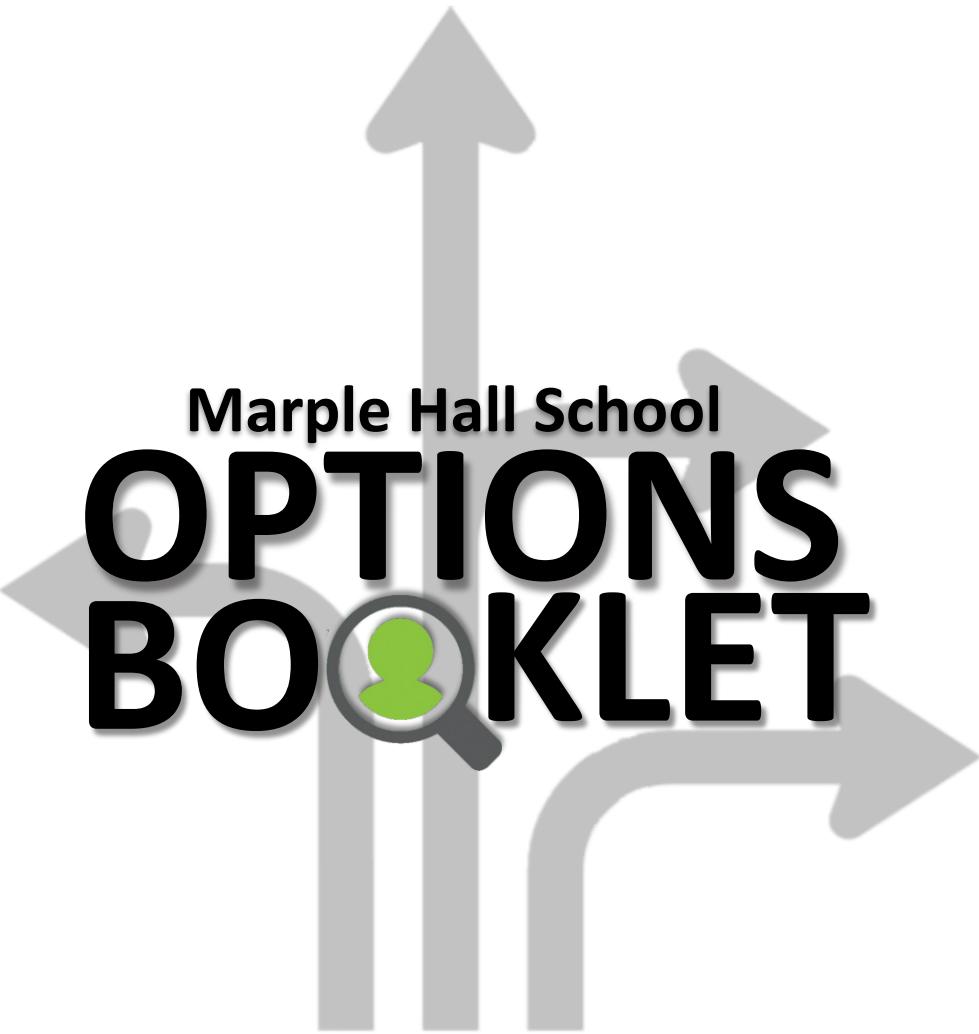


Marple Hall School 2020

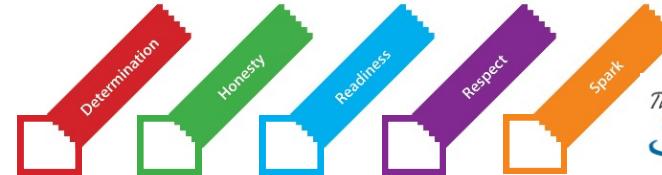


Marple Hall School

OPTIONS BOOKLET



Marple Hall School



The Marple Hall
Spirit

GUIDE TO KS4 COURSES FOR 2020

YEARS 10 AND 11 CHOICES

Dear Students,

At Marple Hall School we recognise the importance of the decisions that you need to make in your transition from Year 9 into Key Stage 4. In this important phase of your education, it is crucial that we give clear and informed guidance as to the choices available. It is always difficult to make decisions about which courses to follow at GCSE. However, the more informed, the easier the decision making process will be. This booklet should be your starting point for information; it provides you with a clear outline of all the subjects that are on offer, the aims of the course, examination requirements and coursework.

The Government are constantly reviewing the qualifications that students are offered. They are putting more emphasis on students leaving school with a range of GCSEs which includes English, Mathematics, Science, a foreign language and either Geography or History. Currently universities are not using this as an entry requirement, but this could change. To ensure you are in the best possible position for the future, the majority of you will need to study either History or Geography and a language. Some of you will need to study one of History, Geography, French or Spanish. The language chosen should be the language that you have studied throughout Key Stage 3.

This year, we have introduced a suite of new qualifications to widen our curriculum offer. We try to accommodate your choice and rewrite the timetable each year in order to do this, therefore the vast majority of you will be able to take the options you select. However, this is not always possible due to timetable constraints.

Qualifications gained at the end of Key Stage 4 are an essential springboard for students' development and play a large part in shaping future educational and career opportunities. When making decisions it is important to ask lots of questions which will help you to find out as much as you can about each course. You should also think about:

- The subjects you like and enjoy. You will often be more successful at what you enjoy!
- A good balance of subjects.
- Where you want to be in the future: which subjects will help you with College, University or employment.

Do not choose a course because:

- Your friends have chosen it.
- You like the teacher—you may have a different teacher next year.

You have many great opportunities at Marple Hall School. Please make sure you think carefully and make the right choices. Once your choices are made, they CANNOT be changed at the start of Year 10. Remember, all courses demand hard work, determination and completed work so it is vital that you take responsibility for researching your choices.

Best of luck and I look forward to seeing what choices you make.



Rhian Davies - Deputy Headteacher

English Baccalaureate

The Government puts an emphasis on specific subjects for recommended study, called the English Baccalaureate, or the EBacc. These subjects are:

- English;
- Mathematics;
- A Science (including Computer Science);
- A Humanities subject (Geography or History);
- A foreign language.

These subjects are perceived to give students a breadth of learning across the curriculum, and are also amongst the subjects that universities and employers are keen for students to pursue.

Students study English, Mathematics, Science and French or Spanish at GCSE as well as Core PE and PSHEE. Students should only choose the language which they have studied during Key Stage 3. Students must choose one of the following subjects as one of their GCSE choices:

- Geography;
- History.

Students must choose one of these subjects from the Humanities option block, but they may choose both if they wish by selecting one from the options in free choice blocks 1 or 2.

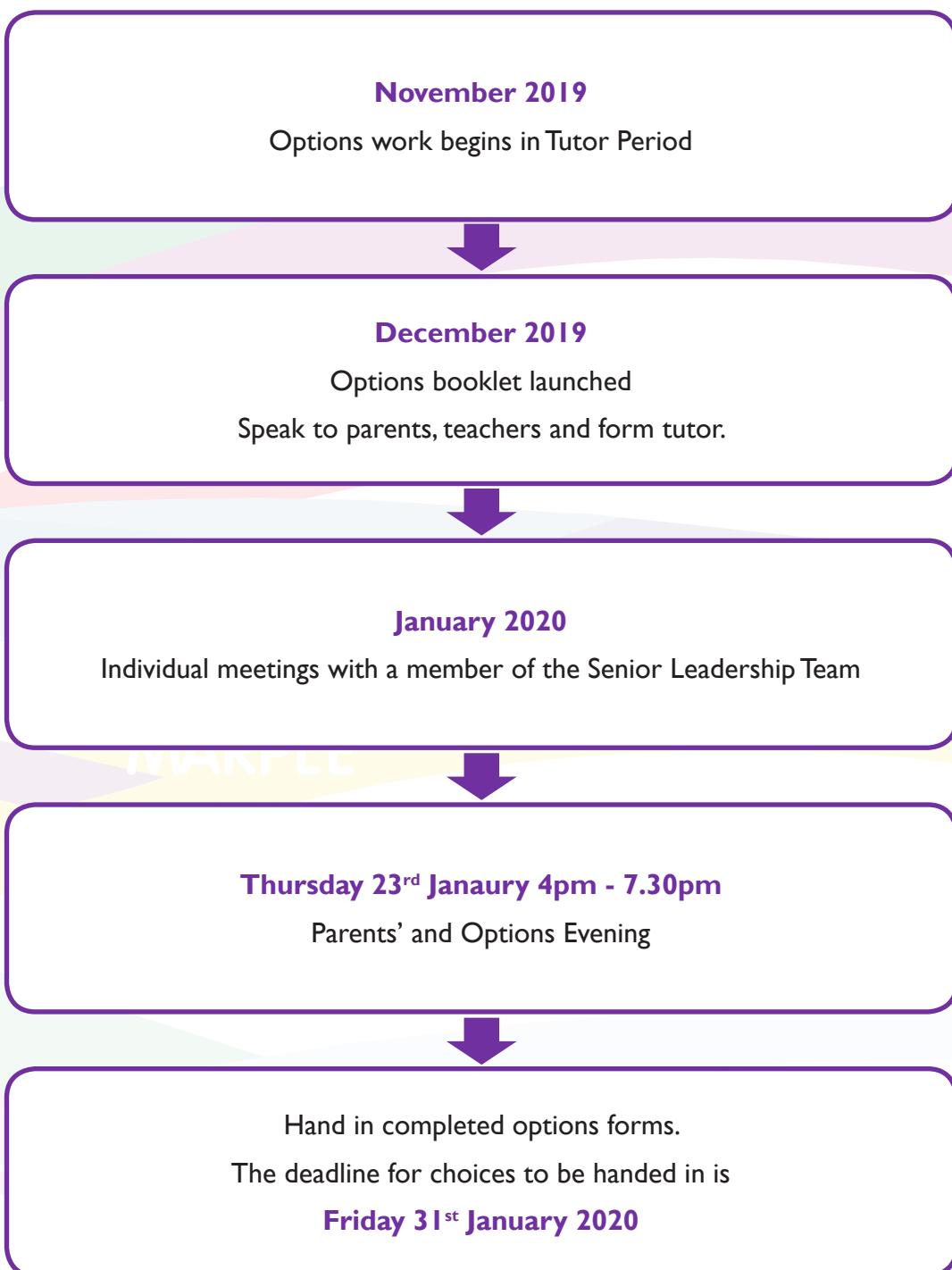
We believe, like the Government, that EBacc subjects are important. We also believe that every subject we offer is uniquely important and so we recommend that students study a broad range of subject qualifications. Those subjects not in the Ebacc are by no means inferior and they may prove very valuable.

The Different Qualifications Explained

There are a wide variety of qualifications available and it is important that parents, carers and students understand the difference between the qualifications so that they are able to make informed decisions about which style of learning is best for each young person.

GCSE	General Certificate Secondary Education: GCSEs will be graded 9–1, rather than A*–G, with grade 5 considered a good pass and grade 9 being the highest and set above the current A*
BTEC Tech Awards	BTEC Tech Awards are new practical, vocational qualifications designed to complement and take alongside GCSEs. BTEC Tech Awards are equivalent to a single GCSE and they are graded as Pass, Merit, Distinction and Distinction*
Cambridge Nationals	Cambridge Nationals are designed for students who are seeking a more vocational style of education. Cambridge Nationals are equivalent to a single GCSE and they are graded as Pass, Merit, Distinction and Distinction*
V Certs	V Certs are a hands-on, technical alternative to GCSEs. They are designed for students who learn better through practical experience. These qualifications offer the same level of challenge as GCSEs, with solid progression routes and career pathways all mapped out beyond school V Certs are equivalent to a single GCSE and they are graded as Pass, Merit, Distinction and Distinction*.

Options 2020 - The Process



All students have to study the following CORE subjects:

English Language
English Literature
Mathematics
Combined Science
Physical Education
Geography or History
French or Spanish

Students should then pick TWO of the following OPTIONS, all of which are explained in more detail further on in this booklet. All of these subjects are taken at GCSE level, unless otherwise stated.

Art
Childhood Studies (Cambridge Nationals)
Computer Science
Creative Arts (RSL)
Creative iMedia (Cambridge Nationals)
Dance
Design and Technology
Design and Technology: Fashion and Textiles
Drama
Enterprise and Marketing (Cambridge Nationals)
Film Studies
Food Preparation and Nutrition
French
Geography
German
Graphic Design (V Cert)
Health and Fitness (V Cert)
History
Music GCSE
Music (BTEC Tech Awards)
PE
Performance Skills (V Cert)
RE
Separate Sciences
Spanish
Sports Studies (Cambridge Nationals)
Travel and Tourism (BTEC Tech Awards)

Please note, the following subjects have significant overlap in course content and therefore these combinations cannot be taken together:

GCSE Art and Graphic Design

GCSE PE, Sports Studies or Health and Fitness

GCSE Drama, Performance Skills or Creative and Performing Arts

GCSE Music and BTEC Music.

INFORMATION, ADVICE AND GUIDANCE

There are many sources of information and people who can help students to decide on which curriculum offer is best for them.

Tutor period careers work will give students the opportunity to discuss options with their form tutor. They can make an appointment to see their Head of Year, or subject teachers to discuss their situation.

Deborah Green from Stockport Council Education and Careers Advice Service will be available at Year 9 Parents' and Options Information Evening to offer career advice. We also advise that students discuss their options with their parents or carers. In addition to this, subject teachers will talk to students in lessons about careers relating to the subject.

Each student will also have an individual discussion with either a member of the Senior Leadership Team or their Head of Year about their option choices. They will also be given access to online careers sites such as Eclips Online which will allow them to research further any careers they may be interested in. This site will also help them to establish which courses at GCSE are the best to follow as well as the options open to them post 16. (A Levels, apprenticeships or work based training). Eclips online also gives valuable data on the demand for jobs in certain career sectors in the future.

Students are also given the opportunity to attend the school Business Breakfasts, where members of the world of work/ representatives from different occupations come into school to meet and talk to students in school interested in pursuing their occupation.

We urge students to ask for help if they feel they need it. Choosing the right courses now will mean a happier and more fulfilled final two years at school.

The Education and Careers Advice Worker is able to meet with students in Years 10 and 11 to advise on future plans linked to Apprenticeships, employment opportunities, Further Education and Higher Education.

CAREERS INFORMATION

All careers information is located in the careers corner of the LRC,

Students can access careers programs on the PCs located in the LRC, before or after school, during breaks and lunchtimes. There are careers notice boards located in the Lower LRC Corridor and by the student entrance to Bradshaw. Noticeboards in each Faculty area outline careers open to students who wish to pursue that particular subject further.

We have contacts with outside agencies who are invited into school to speak to our students. There is a Post 16 Evening held in school in Year 10 and representatives from local colleges and training providers hold information sessions for Year 11s. In Year 10, students will take part in an interview day where they will be interviewed and given feedback by someone from the business world to develop their interview skills.

In addition to the careers work carried out in Years 7 to 9 during tutor period, students in Years 10 and 11 will also be made aware of the World of Work during tutor period. They will focus on how to research jobs and courses, complete application forms and CVs, develop good interview techniques and have the opportunity to meet and speak to representatives from the world of work via the Business Breakfast sessions for question and answer sessions on their occupations.

Useful websites for students to access are:

www.eclips-online.co.uk

This is the website we use in tutor period to help students find details on over 500 jobs/careers plus labour market information around career choice and lifestyle topics. To access it use the school postcode sk6 6lb [please use lower case]. This package can also be used from home.

<https://nationalcareersservice.direct.gov.uk>

Students can explore, research and develop their career ideas linking subjects to possible careers.

www.ucas.com

For early research into entrance requirements for university.

www.apprenticeships.org.uk

Information, advice and vacancies.

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labour market information
on over 1,000 jobs and careers**

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- And more...



www.eclips-online.co.uk



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The Core

All students must study:

English Language

English Literature

Mathematics

Combined Science

History or Geography

French or Spanish

Physical Education

Mr L. Graves

English Language and English Literature GCSE (AQA)

Course Overview

This AQA course offers two GCSE certificates, one in English Language and one in English Literature.

All students will be entered for both English Language and English Literature and will receive two separate GCSEs. Over the two years a varied programme of reading, writing and oral work will be undertaken.

English Language

The AQA specification is designed to help students of all abilities develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Paper 1: Explorations in Creative Reading and Writing [1 hour 45 minutes, 50%]

This is assessed via an examination.

Section A: Reading, 25%

Students read one literary fiction text from the 20th or 21st century and respond to a mix of short and extended questions.

Section B: Writing, 25%

Students produce one descriptive or narrative piece. A written or visual prompt will be provided.

Paper 2: Writers' viewpoints and perspectives, [1 hour 45 minutes, 50%]

Section A: Reading, 25%

Students read one recent non-fiction text and one literary non-fiction text from the 19th century.

They then respond to a mix of short and extended questions.

Section B: Writing, 25%

Students produce one extended piece of non-fiction writing.

Future Pathways

English is a vital subject. Not only does it have a significant effect on other subjects in terms of the way students present their ideas, but without a good GCSE grade, students will find most courses in Higher and Further Education closed to them. English immediately opens up the potential of A Level study and then degree possibilities. It combines well with History, Geography, Sociology, Government and Politics, and Languages and can also provide a balance to the Sciences and Mathematics. After degree course completion, the opportunities are numerous and include journalism, media, law, marketing, advertising, publishing, creative industries, public relations and teaching.

English Literature

The AQA English Literature course is designed to challenge, motivate and support every student, no matter what their level of ability. Students will encounter a wide range of poetry, drama and prose from the 19th, 20th and 21st century. The qualification will be assessed wholly through closed text examinations.

Paper 1: Shakespeare and the 19th century novel,
[1 hour 45 minutes, 40%]

Section A: Shakespeare, 20%

Students will answer one question on a play that they have studied in class. Possible plays include ‘Macbeth’, ‘Romeo and Juliet’ and ‘The Tempest’

Section B: 19th century novel, 20%

Students will answer one extract-based question. They will be expected to respond to the whole novel as well as the extract. Possible novels include ‘Great Expectations’, ‘A Christmas Carol’ and ‘Dr Jekyll and Mr Hyde’.

Paper 2: Modern texts and poetry,
[2 hour 15 minutes, 60%]

Section A: Modern Texts, 20%

Students respond to one question on a modern text they have studied in class. Possible texts include ‘An Inspector Calls’, ‘The History Boys’, ‘Lord of the Flies’ and ‘Never Let Me Go’.

Section B: Poetry, 20%

Students answer one question, comparing two poems that they have studied previously in class.

Section C: Unseen Poetry, 20%

Students answer one question in response to a poem they have never seen before.

Students then compare this unseen poem with a second unseen poem.

Miss K. Hall

Mathematics GCSE (Edexcel)

Course Overview

The Mathematics GCSE (Edexcel) qualification requires students to:

Develop fluent knowledge, skills and understanding of mathematical methods and concepts including:

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

Key subject aims

This qualification encourages students to develop confidence and competence in Mathematics and to recognise the importance of it in their own lives and to society. This course requires students to acquire, select and apply appropriate mathematical techniques to solve problems. Students are also required to reason mathematically, make deductions and inferences, and draw conclusions in a variety of forms appropriate to the information and context given.

The qualification will provide a strong foundation for further academic and vocational study and for employment. It will give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

Students will sit three examinations to achieve a GCSE in Mathematics, one non calculator paper and two calculator papers. Each paper is equally weighted and last 1 hour 30 minutes and will have a range of questions.

Mathematics GCSE has two tiers available:

Foundation (grades 1 – 5)

Higher (grades 4 – 9)

Future Pathways

A good grade in GCSE mathematics will give you a sound grounding for your future aspirations. Not only will it help you in your applications to college, university or dream job but it will also help improve your logical thinking and ability to solve problems, a skill that will benefit you no matter where your strengths lie. Most jobs and Sixth Form Colleges now require a minimum of a grade 5 GCSE for entry. However, increasingly places are asking for a grade 6. Universities also require a grade 6.

For A Level Mathematics you are likely to need to achieve at least a grade 7. For Further Maths a grade 8 or 9 is preferred. Those wishing to read a STEM (Science, Technology, Engineering and Mathematics) subject at University, is expected to study A Level Mathematics. Mathematics is a highly regarded subject and provides the basis for many other disciplines, especially in science, business and finance.

Mrs C. Carr

Combined Science GCSE Trilogy (AQA)

Course Overview

All students must study Science. We study the AQA GCSE Combined Science: Trilogy course.

Biology, Chemistry and Physics, can also be studied as separate subjects. Students will need to use only one option choice to do this.

Further information about the Separate Science courses can be found later in this booklet on page 44.

What will I be studying?

Students studying Combined Science: Trilogy will cover the three science disciplines during the 2 year course. Practicals are not only one of the most engaging parts of a science education but are also essential for students' understanding of scientific theory. Students are required to carry out 16 required practicals over the course and their knowledge of these practicals will be assessed in the final examinations.

How will I be assessed?

Students will sit six formal examinations at the end of Year 11, each exam being 1 hour 15 minutes. There will be two examinations in Biology, two in Chemistry and two in Physics.

The accumulated results from all of the examinations sat by students will then determine their GCSE grades. Students taking Combined Science will be awarded two GCSEs. The grades awarded are based on a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1.

Combined Science GCSE has two tiers available:

Foundation (grades 1 – 5)

Higher (grades 4 – 9)

Future Pathways

Any student who completes GCSE Combined Science will be able to study any A level science subject, provided they have achieved the minimum criteria for individual colleges. A qualification in science is desirable for most career routes, especially within the fields of STEM (Science, Technology, Engineering and Mathematics). Science is also needed to gain access to other A Level courses such as Geology, Geography, PE and Psychology. Studying Science related subjects post-16 provides the opportunity to follow a range of careers/professions in fields such as science, medicine, dentistry, manufacturing, laboratories, agriculture, engineering, journalism, law, architecture, business and finance.

Ms L. Brown

Geography GCSE (OCR Specification B)

Course Overview

Statistics show that compared to other subjects, Geography graduates are among the most employable. This is presumably because they possess the transferable skills that employers look for. In part this is because the subject is a combination of the 'facts' of science and the 'understanding' of the arts.

Future Pathways

The enquiry-based nature of the course means Geography is highly regarded by universities and employers alike. Geography fits neatly with Science, Arts and Humanities. The course develops a number of general skills including researching information, computing skills, statistical analysis, making deductions, formulating conclusions and communicating findings. It therefore provides a good basis for further study, particularly for A Level Geography. Geography qualifications are especially relevant for future careers connected with the environment, business, planning, recreation and tourism.

What will I be studying?

Unit 1: Our Natural World

- **Global Hazards** – Weather Hazards (tropical storms, flooding, drought), Plate tectonics (earthquakes, tsunamis and volcanoes).
- **Changing Climate** – The causes, effects and responses to climate change.
- **Distinctive Landscapes** – Coasts and Rivers. We will look at processes and the distinctive landforms they create.
- **Sustaining Ecosystems** – Tropical Rainforests and Polar Environments (the Arctic and Antarctica).
- **Physical Geography fieldwork** - We will go on a fieldtrip to complete an investigation related to one of the topics from this unit.

Unit 2: People and Society

- **Urban Futures** – How the worlds' urban population is changing. There will be two case studies: a case study of a city in the UK (e.g. Manchester or London) and a case study of a city in a developing country (e.g. Mumbai).
- **Dynamic Development** - How development is measured, a case study of development issues in a LIC (lower income country).
- **UK in the 21st Century** - Population issues in the UK, Economic issues in the UK, the UK's role in the wider world (conflict, media and culture).
- **Resource Reliance** - Issues related to food security and attempts to make sure that there is enough food to go around.
- **Human Geography fieldwork** - We will go on a fieldtrip to complete an investigation related to one of the topics from Unit 2.

How will I be assessed?

You will complete three exam papers. All exam papers will be taken at the end of Year 11.

Paper 1: Our Natural World. 35% GCSE, 1 hour 15 minutes.

Paper 2: People and Society. 35% GCSE, 1 hour 15 minutes.

Paper 3: Geographical Exploration. 30% GCSE, 1 hour 30 minutes. Students will complete a decision making activity and geographical skills will be assessed.

Mrs S. Fern

History GCSE (Edexcel)

Course Overview

In GCSE History students will study four engaging units covering a broad range of topics and themes as part of the Edexcel specification.

Future Pathways

GCSE History is a highly respected qualification which is used as a passport to any combination of A Levels or other post-16 qualifications. Many History graduates go into law, chartered accountancy, journalism, teaching and graduate management posts. As part of a package of GCSEs, History is well regarded by colleges and employers, because of the useful skills it develops: information handling, research, independent analysis, evaluating sources. GCSE History is normally expected for students

What will I be studying?

Paper 1

Section A: the historic environment

- The British sector of the Western Front, 1914-1918: surgery and treatment

Section B: British thematic study

- Medicine in Britain c.1250 to the present day

Paper 2

Section A: British Depth Study

- Anglo-Saxon and Norman England, c1060-88

Section B: Period study

- The American West, c1835-c1895

Paper 3

Modern Depth Study

- Weimar and Nazi Germany, 1918-39

How will I be assessed?

Paper 1 – 1 hour 15 minutes

- Section A: the historic environment (10%)
- Section B: British thematic study (20%)

Paper 2 – 1 hour 45 minutes

- Section A: British Depth Study (20%)
- Section B: Period study (20%)

Paper 3 – 1 hour 20 minutes

- Modern Depth Study (30%)

MODERN LANGUAGES FRENCH OR SPANISH

Mrs V. Glennon

French GCSE (AQA)

Spanish GCSE (AQA)

Course Overview

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where the language being studied is spoken.

Future Pathways

You may wish to continue to study the language at A Level where you will have the opportunity to do work experience abroad. All universities have high regard for a GCSE qualification in a Modern Foreign Language and some now insist on it for entry into English and History courses. As well as having the option to pursue a language degree many universities now offer a wide range of courses which incorporate languages, e.g. Physics with French Language.

What will I be studying?

Theme 1: Identity and culture

- Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free time activities
- Music
- Cinema and TV
- Food and eating out
- Sport
- Customs and festivals

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions

How will I be assessed?

There are two tiers: Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). Students must take all four question papers at the same tier. Listening, speaking, reading and writing will all be worth 25% each. A range of assessment methods will be used to assess each skill.

Mr M. Stretton

Course Overview

All students will take part in Core PE with the main focus being on participation, leadership and promoting a healthy and active lifestyle.

Following National Curriculum guidelines, the programme offers breadth and balance covering a variety of activities categorised as:

- Team Sports
- Individual Sports
- Outdoor and Adventurous Activities
- Dance
- Other Competitive Sports

In Years 10 and 11, all students will have two lessons per fortnight.

Students should endeavour to participate in frequent physical activity, establishing good habits and acquiring knowledge to ensure a healthy and active lifestyle.

Students are generally placed in sets based on the level they achieved in PE at the end of Year 9 and are normally divided into boys classes and girls classes.

In Year 10, students will take part in a range of activities from the list below. The programme followed will depend on which set students are allocated to.

Terms one and two

Football
Cross Country
Outdoor and Adventurous Activities
Lacrosse
Fitness
Hockey
Dodgeball
Table Tennis
Basketball
Touch Rugby/Rugby Union
Dance
Volleyball

Term three

Cricket
Athletics
Tennis
Softball
Rounders

If students have also opted for PE, Sports Studies or Health and Fitness, they are likely to be grouped together with lessons being used to enhance their practical coursework marks.

All students will develop and build upon skills, tactics and fitness requirements acquired in Key Stage 3.



In addition to the Core, students should choose two of the following options:

Art

Childhood studies (Cambridge Nationals)

Computer Science

Creative Arts (RSL)

Creative iMedia (Cambridge Nationals)

Dance

Design and Technology

Design and Technology: Fashion and Textiles

Drama

Enterprise and Marketing (Cambridge Nationals)

Film Studies

Food Preparation and Nutrition

French

Geography

German

Graphic Design (V Cert)

Health and Fitness (V Cert)

History

Music GCSE

Music (BTEC Tech Awards)

PE

Performance Skills (V Cert)

RE

Separate Sciences

Spanish

Sports Studies (Cambridge Nationals)

Travel and Tourism (BTEC Tech Awards)

Mrs H. Bowers**Art and Design (Fine Art)
GCSE (AQA)****Course Overview**

The course aims to encourage an enjoyment, appreciation and understanding of Art and the way artists and designers work. It provides a solid foundation for further study and many careers including: graphic design, computer game design, interior design, set design, gallery curator and photographer.

Future Pathways

Art and Design is not just a great option for anyone opting for an Art or Design based career but also for those who want to expand their creative ability. On completion of your GCSE Art and Design course, you could progress to Further Education. Art courses at Level 3 include: BTEC Nationals in Art and Design, Diploma in Creative and Media and A Level Art and Design. Careers in architecture, fashion design, set design, computer animation and photography are just some of the options available to you.

What will I be studying?

This is a broad-based course which covers a range of activities.

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:

- Drawing
- Painting
- Sculpture
- Installation
- Photography
- Lens-/light-based media
- Printmaking
- Mixed media
- Land art.
- Moving images.

They may explore overlapping areas and combinations of areas.

How will I be assessed?

The course is made up of Component 1, Portfolio work (60%) and Component 2, an externally set task (40%).

Portfolio Work

This comprises of coursework which will demonstrate a student's ability to sustain work from an initial starting point to a final piece or pieces. All projects must show evidence of research as well as the development of ideas. They should also link with the work of other artists/designers/cultures.

Externally Set Task

AQA set a paper containing a selection of starting points. Students will produce preparatory work based on one of these starting points. They will then be expected to produce a final outcome over a 10 hour period (split over approximately two weeks).

Students will display their work for the final assessment in May of the examination year. This is assessed by their teacher and a moderator from the examination board. All parents/carers are invited to an exhibition evening to view the work produced throughout the course.

Should I do GCSE Art or Graphic Design?

If you are considering opting for either GCSE Art or Graphic Design, please discuss with your Art and Technologies Teachers about which will be the best option for you.

You can only take one of GCSE Art and Graphic Design.

CHILDHOOD STUDIES

OPTION SUBJECTS

Mr A. Purdie

Childhood Studies (OCR Cambridge Nationals)

Course Overview

All students will study three topics, these are: health and well-being for child development, to understand the equipment and nutritional needs of children from birth to five years and finally to understand the development norms of a child from birth to five years. It is designed with both practical and theoretical elements,

What will I be studying?

Health and well-being for child development

This unit provides an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive in their early years.

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

Students learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being.

Understand the development of a child from birth to five years

Students investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.

How will I be assessed?

Health and well-being for child development

External exam worth 50%

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

Internal task 1 worth 25%

Understand the development of a child from birth to five years

Internal task 2 worth 25%

Future Pathways

This subject provides a suitable basis for further study at post-16 offering progression on to both academic and vocational courses including Home Economics, Health and Social Care, National Diplomas/Certificates in Health Studies/Care and CACHE Courses, Psychology, Sociology and Biology.

COMPUTER SCIENCE

OPTION SUBJECTS

Mrs Z. Mahmood

Computer Science GCSE (OCR)

Course Overview

This course will allow students to understand and apply the fundamental principles and concepts of Computer Science.

Students will be able to analyse problems in computational terms through practical experience of solving problems including; designing, writing and debugging programs.

The course will encourage them to think creatively, logically and critically, understand what makes up a digital system, the impact of digital technology and apply mathematical skills relevant to Computer Science.

The course is 100% theory.

What will I be studying?

Computer systems

This unit will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science.

Computational thinking, algorithms and programming

This component incorporates and builds on the knowledge and understanding gained in the previous unit, encouraging learners to apply this knowledge and understanding using computational thinking. Learners will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.

How will I be assessed?

Computer systems

Examination – written paper 50% of final grade – no calculators.

Computational thinking, algorithms and programming

Examination – written paper 50% of final grade – no calculators.

Entry requirements:

In order to study this course students must achieve a high level of attainment at Key Stage 3 in Mathematics and Science.

Future Pathways

Computer Science is at the centre of a STEM (Science, Technology, Engineering and Mathematics) education. Studying this subject will give you a real advantage in today's technology driven world. You will make the leap from using other people's software to being able to design and create your own. GCSE Computer Science will give you the skills you need for any career because Computer Science teaches you how to think logically.

CREATIVE AND PERFORMING ARTS

Mrs A. Worsley

Level 1/2 Tech Award in Creative and Performing Arts (RSL)

Course Overview

This is a vocational course which explores the Performing Arts Industry. You will learn, practice and develop practical skills needed to become a professional actor and will give you the understanding and skills you need to prepare for employment within the Performing Arts Industry.

The vocational context of the qualification is provided through assignment briefs that give you realistic, work based scenarios and projects. The assessment approach for RSL Tech Award allows you to receive feedback and continually improve your progress.

What will I be studying?

You will complete 3 practical units one of which will be externally assessed and is set by the exam board. This unit will prepare you for a live performance to an audience. The other two units will be selected to suit the cohort but could include; acting for the camera, performing text, vocal techniques and working with masks and puppetry.

How will I be assessed?

You will be assessed on work that you create every lesson as well as final performances; some of this will be recorded, written and through teacher observations. You will need to complete a substantial coursework portfolio for each unit of work.

Is this course for me?

The answer is 'yes' if you want to take a subject that is vocational and will help to prepare you for work in industry. We have very high expectations of all our Tech Award Creative and Performing Arts students; it is paramount that you are committed to after school rehearsals and performances. It must be noted that due to there being no 'sit down exam' there is a substantial amount of coursework to compensate. Due to the vocational nature of the subject a Grade 7 equivalent is the highest grade achievable.

Should I do GCSE Drama, Performance Skills or Creative and Performing Arts?

If you are considering opting for either Creative and Performing Arts, Performance skills or GCSE Drama, please discuss with your Drama Teacher which will be the best option for you.

You can only take one of GCSE Drama, Performance Skills or Creative and Performing Arts.

Future Pathways

Many people go on to study the subject at A Level or as part of a BTEC in Performing Arts and then perhaps on to degree level. It can also help if you decide to continue into working in technical theatre, design or dance and music. Even if you decide you do not want to continue studying the subject, this GCSE will help build your confidence and ensure that your skills in teamwork are well developed. This could help in careers such as law or government.

Mrs Z. Mahmood**Creative iMedia
(OCR Cambridge Nationals)****Course Overview**

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media and ICT skills. It will provide opportunities to develop, transferable skills such as research, planning, and review. Students will also get an insight of using a range of ICT software which will aid in developing their skills.

Future Pathways

Following this course, students will have a foundation of skills that provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media. It will also support progression into employment through apprenticeships in areas such as digital marketer or business administrator.

What will I be studying?

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of two mandatory units and two optional units.

Mandatory units**Pre-Production skills**

This is externally assessed and is worth 25% of the final mark, the exam is 1 hour and 30 minutes and is a written paper set by OCR. Students have an opportunity to sit this exam twice, the highest score will be put forward towards the final mark,

The theory element in this unit is about pre-production skills. There are four learning objectives and the theory covered will aid students to complete the next mandatory unit.

The topics are:

- Moodboards
- Storyboards
- Scripts
- Visualisation Diagrams
- Work Plan
- Legislation
- Health and Safety
- Hardware and Software
- Target Audience
- File Formats
- Review

Developing digital graphics

This is internally marked and externally moderated piece of coursework that is also worth 25% of the final mark. Students will use the knowledge from their exam and produce a product that will be set as an assignment by OCR. Students will research, plan, design and review the product. Students will have the opportunity to show their project management skills along with showcasing their ICT skills.

Optional units

Students will complete two further units that will be chosen to allow students to develop a range of skills. Both units will be worth 25% each, they will both be internally marked and externally moderated. The course allows students to submit their work at different times of the year, allowing them to accumulate points and giving a clear indication of progress.

How will I be assessed?**Pre-Production skills**

External exam worth 25%

Developing digital graphics

Coursework worth 25%

Optional unit one

Coursework worth 25%

Optional unit two

Coursework worth 25%

DANCE

Mr M. Stretton**Dance GCSE AQA****Course Overview**

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

Future Pathways

After completing GCSE Dance, you can take this qualification to any Performing Arts subject post-16. The obvious choice would be to continue to study Dance at A Level or through Level 3 BTEC Performing Arts. GCSE

Dance will give you a set of skills that can be applied to all pathways after GCSE and for those who would like a role within the creative arts industry, this course is ideal.

What will I be studying?**Component 1: Performance and choreography**

Performance 40 marks which is 30% of the GCSE

1. Two set phrases through a solo performance (approximately one minute in duration)
2. Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography 40 marks which is 30% of the GCSE

1. Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

How will I be assessed?

Internally marked by your teacher, externally moderated by an examiner.

Component 2: Dance appreciation

80 marks which is 40% of the GCSE

1. Knowledge and understanding of choreographic processes and performing skills
2. Critical appreciation of own work
3. Critical appreciation of professional works

How will I be assessed?

Written exam 1 hour 30 minutes

Questions are based on students' own practice in performance and choreography and the GCSE Dance anthology.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

Is Dance for me?

Previous Dance experience is desirable but not essential; a willingness to learn and perform will enable you to achieve in this subject.

DESIGN AND TECHNOLOGY: FASHION AND TEXTILES

Mr A. Purdie

**Design and Technology:
Fashion and Textiles**

GCSE (Edexcel)

Course Overview

The course is allowing you to develop your creative design and making skills, it will also encourage you to take design risks and to innovate through specific design briefs.

Future Pathways

This GCSE is designed to equip learners with the skills and knowledge they need to progress to further study within Fashion and Textiles and other related career pathways. They will also develop valuable transferable skills including communication, problem solving and collaboration

Some examples of careers in Fashion and Textiles are:

Fashion designer, tailor, retail buyer, stylist, textile designer, visual merchandise, public relations, teaching/education, manufacturing, sports and leisure, medical, transport, construction, fashion and apparel, theatre and television.

What will I be studying

Paper I

Externally assessed examination (50%) – 1 hour 45 minutes written examination paper.

During this unit students will study theory elements related to the core design principles. They will study and be examined in the following two key areas:

- Core technical principles
- Specialist technical principles (Textiles).

Non-Exam Assessment

Internally assessed (50%)

The examination board will release the set brief one year before the submission. Students will then produce a substantial design and make a task from the brief.

Assessment criteria to include the following:

- Investigating
- Designing
- Making
- Evaluating

Students will produce a working prototype and a portfolio of evidence to demonstrate the assessment criteria.

Is Fashion and Textiles for me?

The answer is 'yes' if you want to take a subject that is academic, yet also allows you to be creative and to use your knowledge to execute fabulous textile garments. We have very high expectations of all our GCSE Fashion and Textiles students. If you are considering taking GCSE Fashion and Textiles, you should enjoy making garments and textile items, have a natural desire to understand how materials are produced and how they can be used to create a stylish product. To succeed on this course there is an equally high expectation on both practical and theoretical studies.

You will develop your design and making skills in several projects such as; a room divider, a one seam coat, a pillow, a dress, a shirt and many more. Every term you will also carry out an assessment to test your theoretical understanding. This will prepare you for your mock exam at the end of Year 10 and the final exam in the summer of Year 11.

DESIGN AND TECHNOLOGY

OPTION SUBJECTS

Mr A. Purdie

Design and Technology: GSCE (AQA) Course Overview

This GCSE has been developed to give students the opportunity to be imaginative in their practical work as well as gaining a broad understanding of technical, designing and making principles.

Future Pathways

This course complements many other A Level courses, in particular Maths and Physics. Portfolios of work generated demonstrate clear practical applications which employers and Further Education courses value. If students are considering studying A Level Product Design, they would want to be aiming to achieve at least a grade 5 at GCSE. A degree in this field can lead to a range of careers including advertising, graphic design, product design, multimedia design, web design, illustration, studio design, animation, design engineering, engineering, architecture and design teaching.

What will I be studying?

Paper 1

Externally assessed examination (50%) – 2 hour written examination paper.

During this unit students will study theory elements related to Design Technology. They will study and be examined in the following three key areas:

- Core technical principles
- Specialist technical principles
- Designing and making principles.

Non-Exam assessment

Internally assessed (50%)

The examination board will release the set brief on the 1st June one year before the submission. Students will then produce a substantial design and make a task from the brief.

Assessment criteria to include the following:

- Investigating
- Designing
- Making
- Analysing and evaluating.

Students will produce a working prototype and a portfolio of evidence to demonstrate the assessment criteria.

Is Design and Technology for me?

The answer is 'yes' if you want to take a subject that is academic yet also allows you to be creative, use your imagination and solve problems using logic, scientific and mathematics knowledge in order to 'think outside the box'. We have very high expectations of all our GCSE Design Technology students and have strong student outcomes because of this. If you are considering taking GCSE Design Technology, you should be passionate to learn the theoretical understanding of materials, designing and sustainability which you can then use in your making tasks.

Mrs A. Worsley

Drama GCSE (AQA)

Course Overview

Why study Drama GCSE?

The ability to work creatively as part of a team and to express yourself with confidence are qualities that colleges, universities and employers value highly. Not only is Drama a recognised academic qualification, it also develops your ability to:

- Communicate
- Empathise
- Work to deadlines
- Self-motivate
- Approach work with imagination and enthusiasm.

Future Pathways

Many people go on to study the subject at A Level or as part of a BTEC in Performing Arts and then perhaps on to degree level. It can also help if you decide to continue into working in technical theatre, design or dance and music. Even if you decide you do not want to continue studying the subject, this GCSE will help build your confidence and ensure that your skills in teamwork are well developed. This could help in careers such as law or government.

What will I be studying?

Component 1: Understanding Drama (40%)

This examination focuses on developing your understanding of how Theatre and Drama are made. You will study a full length play in detail and go to the theatre to watch a different play as part of your studies.

Component 2: Devising Drama (40%)

This is a performance to an invited audience of a piece that is entirely of your group's own making. You will also submit a Devising Log detailing your intentions and evaluating your own work as part of the assessment.

Component 3: Texts in Practice (20%)

You will perform two extracts from a published play to a visiting examiner. Your performance and your Devising Log will be internally assessed and moderated by the exam board.

How will I be assessed?

The weighting of your marks will be 30% practical and 70% written. Lessons provide a broad balance between practical work and theory.

Component 1: Understanding Drama (40%)

A written exam (1 hour 45 minutes) at the end of Year 11

Component 2: Devising Drama (40%)

On your performance and your written evaluation of your own work.

Component 3: Texts in Practice (20%)

You will be assessed entirely on your performance by a visiting examiner.

Is GCSE Drama the subject for me?

The answer is 'yes' if you want to take a subject that is academic, but also allows you to be creative and to use your imagination. We have very high expectations of all our GCSE Drama students. If you are considering taking GCSE Drama, you should enjoy performing and be prepared that some of your homeworks will be to rehearse after school.

Should I do GCSE Drama, Performance Skills or Creative and Performing Arts?

If you are considering opting for either Creative and Performing Arts, Performance skills or GCSE Drama, please discuss with your Drama Teacher which will be the best option for you.

You can only take one of GCSE Drama, Performance Skills or Creative and Performing Arts.

ENTERPRISE AND MARKETING

OPTION SUBJECTS

Mrs Z. Mahmood

**Enterprise and Marketing
(OCR Cambridge
Nationals)**

Course Overview

The OCR Cambridge Nationals in Enterprise and Marketing is a course that aims to allow students to develop business acumen and enterprising skills. The course content is engaging with practical learning that will allow students to experience the topics under enterprise and marketing.

Future Pathways

After completing the course, you can continue on to further vocational and academic study, as well as apprenticeships. The qualification enables you to develop technical skills, such as market research, planning, promotional and financial using realistic work scenarios and, the practical transferable skills such as self-reflection, communication, teamwork and problem solving. This course is an excellent preparation for a wide range of future careers such as banking, finance, management, accounting, insurance, law and the civil service.

What will I be studying?

All students study three mandatory units:

Enterprise and marketing concepts

Externally Assessed (50%) 1 hour written examination.

Students will understand the main activities that will need to happen to start a business. Students will be tested on the different topics covered to assess their understanding of this section of the course and aid them in preparation for their exam.

The following topics will be studied under this unit:

- Understand how to target a market
- Understand what makes a product or service financially viable
- Understand product development
- Understand how to attract and retain customers
- Understand factors for consideration when starting up a business
- Understand different functional activities needed to support a business start-up.

Design a business proposal

Internally Assessed (25%)

Students will develop the skills to design a business proposal to meet a specific business challenge. They will identify their target market for their product, conduct market research to help generate product designs and use financial calculations to help propose a pricing strategy for their proposed product.

Students will use their research to produce a business proposal which allows them to showcase their knowledge of enterprise and marketing.

Market and pitch a business proposal

Internally Assessed (25%)

Students will develop the skill to build a brand identity and promote their proposed product from their R065 unit. They will learn how to pitch their product/business to an audience. This unit will allow students to prepare them both for employment interviews and for starting up a business for the future, while also developing the transferable presentation skills and how to conduct themselves in front of an audience in a persuasive manner.

FILM STUDIES

Mr L. Graves

Film Studies GCSE (WJEC)

Course Overview

Film Studies is a subject that aims to offer an interesting, challenging and rigorous understanding of a topic that has relevance to young people. Film is widely regarded as the major art form of the 20th Century. GCSE Film Studies will give students the tools to understand and analyse a subject area that they are surrounded by on a daily basis.

Future Pathways

Possible jobs can include roles in advertising, journalism, broadcasting, production, web design etc. In terms of studying further at university, top Russell Group universities now offer Film Studies, as well as Media Studies, and The University of Oxford has recently started to teach Film as a joint honours. Film Studies is also viewed very favourably by employers as it equips learners with the knowledge and skills needed to be successful in the changing climate we live in. Film Studies is complimented by a range of subjects, in particular, English, Business and Psychology. It also covers aspects of Information Technology, History, Politics and Economics.

What is Film Studies?

Film Studies is the academic discipline that deals with the various aspects of film –

- Film theory – understanding how a film is constructed to have an impact on the viewer
- Film criticism – analysing and evaluating the merits of specific films
- Practical filmmaking – using the theory to produce their own film extract
- The history of film – examining the major changes and developments in cinema.

What Film Studies is NOT!

Film Studies should not be viewed as an easy option. You will analyse film in the same way as a Literature text is studied. The course has a very strong written requirement with two examination papers both requiring extended responses. If you are not passionate about cinema, including non-English language films, this is not the course for you.

We do not watch films every lesson.

Who should consider Film Studies?

- Those with a love of film
- Creative and artistic individuals
- Students with strong critical and analytical skills.

What will I study?

The course offers a wide range of diverse films designed to introduce students to films from past and present as well as from all around the world. All texts studied are required to be award winning. Students can study classic films such as Hitchcock's Rear Window and Spielberg's E.T. In addition they will study contemporary films as varied as Skyfall, District 9, Let the Right One In, Juno and Hurt Locker.

Students also get the chance to demonstrate their knowledge and understanding in their own filmmaking Controlled Assessment task.

The Examinations

Paper 1: US Film (35%)

- 2 US films to be studied.
- Focus: comparison of genre, narrative and representation.
- Study of Specialist Writing on one independent film.

Paper 2: Global Film (35%)

- Studying one contemporary UK film, one global English language film and one non-English language film.
- Focus: Aesthetics, Narrative and Representation.
- Controlled Assessment (30%)
- Plan, film and edit an opening to a film from a given genre. Extract should be 2-2 ½ minutes.
- Written evaluation of film produced.

FOOD PREPARATION AND NUTRITION

OPTION SUBJECTS

Mr A. Purdie

Food Preparation and Nutrition GCSE (AQA)

Course Overview

Students are given the opportunity to make a huge variety of products over the course of two years in a well-structured environment. Students can achieve successful outcomes at the end of nearly every double lesson which will impress their friends and family members. This course will give you valuable key life skills enabling you to cook and make informed choices about what and how well you are eating.

During the course you will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

What will I be studying?

- Food Preparation Skills
- Food Nutrition and Health
- Food Safety
- Food Science
- Food Provenance
- Food Choice

In Year 10, students will cook approximately 40-50 dishes along with completing a series of modules involving written work, food experiments and written assessments.

Students will not cook as much in Year 11 as they have to prepare for both their Non Examination Assessments (NEA) as well as their examination in the Summer term.

The course is taught in a “hands on” practical way; we offer parents the option of buying into our ingredient provision which reduces cost, waste and saves students and parent’s time to collect ingredients (this is not compulsory).

How will I be assessed?

Year 10 will consist of 3-4 in class assessments and a practice NEA1.

All formal assessments take place in Year 11

NEA Task 1 – Food Science Investigation

(10 hours) = 15% of GCSE

NEA Task 2 – Food Preparation Assessment

(20 hours) = 35% of GCSE

1 hour 45 minute exam = 50% of GCSE

Is Food Preparation and Nutrition for me?

Read the course outline then speak to your Technology teacher for more advice and guidance. If you are willing to work hard, have a passion or interest in cooking and understanding ‘why’ certain processes happen then the course is suited to you, also remember the course is not all practical there is a heavy amount of theoretical work to cover too.

Future Pathways

This course provides an excellent basis for progression to related courses in Higher Education including Food Science, Food Technology and Food Microbiology as well as nutrition related degrees such as Dietetics. It also provides a platform for a wide range of more practical based careers in the food industry. Food professionals work in many occupations including manufacturing, retailing, marketing, food service, universities and schools, government, research and development, quality assurance and food law enforcement.

Ms L. Brown

Geography GCSE (OCR Specification B)

Course Overview

Statistics show that compared to other subjects, Geography graduates are among the most employable. This is presumably because they possess the transferable skills that employers look for. In part this is because the subject is a combination of the 'facts' of science and the 'understanding' of the arts.

Future Pathways

The enquiry-based nature of the course means Geography is highly regarded by universities and employers alike. Geography fits neatly with Science, Arts and Humanities. The course develops a number of general skills including researching information, computing skills, statistical analysis, making deductions, formulating conclusions and communicating findings. It therefore provides a good basis for further study, particularly for A Level Geography. Geography qualifications are especially relevant for future careers connected with the environment, business, planning, recreation and tourism.

What will I be studying?

Unit 1: Our Natural World

- **Global Hazards** – Weather Hazards (tropical storms, flooding, drought), Plate tectonics (earthquakes, tsunamis and volcanoes).
- **Changing Climate** – The causes, effects and responses to climate change.
- **Distinctive Landscapes** – Coasts and Rivers. We will look at processes and the distinctive landforms they create.
- **Sustaining Ecosystems** – Tropical Rainforests and Polar Environments (the Arctic and Antarctica).
- **Physical Geography fieldwork** - We will go on a fieldtrip to complete an investigation related to one of the topics from this unit.

Unit 2: People and Society

- **Urban Futures** – How the world's urban population is changing. There will be two case studies: a case study of a city in the UK (e.g. Manchester or London) and a case study of a city in a developing country (e.g. Mumbai).
- **Dynamic Development** - How development is measured, a case study of development issues in a LIC (lower income country).
- **UK in the 21st Century** - Population issues in the UK, Economic issues in the UK, the UKs role in the wider world (conflict, media and culture)
- **Resource Reliance** - Issues related to food security and attempts to make sure that there is enough food to go around.
- **Human Geography fieldwork** - We will go on a fieldtrip to complete an investigation related to one of the topics from Unit 2.

How will I be assessed?

You will complete three exam papers. All exam papers will be taken at the end of Year 11.

Paper 1: Our Natural World. 35% GCSE, 1 hour 15 minutes.

Paper 2: People and Society. 35% GCSE, 1 hour 15 minutes.

Paper 3: Geographical Exploration. 30% GCSE, 1 hour 30 minutes. Students will complete a decision making activity and geographical skills will be assessed.

GERMAN

Mrs V. Glennon

German GCSE (AQA)

Course Overview

Students with a passion for languages may choose to study a second language alongside their choice of French or Spanish.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries and communities where the language being studied is spoken.

Future Pathways

You may wish to continue to study the language at A Level where you will have the opportunity to do work experience abroad. All universities have high regard for a GCSE qualification in a Modern Foreign Language and some now insist on it for entry into English and History courses. As well as having the option to pursue a language degree many universities now offer a wide range of courses which incorporate languages, e.g. Physics with French Language.

What will I be studying?

Theme 1: Identity and culture

- Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Technology in everyday life
- Social media
- Mobile technology
- Free time activities
- Music
- Cinema and TV
- Food and eating out
- Sport
- Customs and festivals.

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues
- Charity/voluntary work
- Healthy/unhealthy living
- Global issues
- The environment
- Poverty/homelessness
- Travel and tourism.

Theme 3: Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Career choices and ambitions.

How will I be assessed?

There are two tiers: Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9). Students must take all four question papers at the same tier. Listening, speaking, reading and writing will all be worth 25% each. A range of assessment methods will be used to assess each skill.

Mr. A. Purdie

Level 1/ 2 Technical Award in Graphic Design (NCFE V Cert)

Course Overview

Throughout this qualification, students will have the opportunity to identify and experiment with graphic design components, learn about graphic designers, their work and working in the industry, work to graphic design briefs, refining and selecting ideas, form a graphic design portfolio and explore creative direction.

Future Pathways

This course is a useful platform for further study or apprenticeships and careers in Design and Technology. Students who achieve this qualification could progress onto further Level 3 qualifications and A Levels. Careers include graphic designer, marketing, interior design, architecture, product design, animation, construction, furniture design, transport design and many more.

What will I be studying?

Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or a website.

Graphic Design should not be confused with Art and Design or Product Design. This qualification focuses on an applied study of the graphic design sector and you will gain a broad understanding and knowledge of working in the sector.

Unit 1: Introduction to Graphic Design

Unit 2: Graphic Design practice

Unit 3: Responding to a graphic design brief

Unit 4: Graphic Design portfolio

How will I be assessed?

All units 1 to 4 are both internally and externally assessed and take the form of a portfolio of evidence. This is worth 50% of the final grade. There is an externally set task-based exam at the end of the course. This is a 10 hour long exam and is set and marked by NCFE. This is worth 50% of the final grade.

Is Graphic Design for me?

If you enjoy the design element within Technology then yes! You are taught a range of designing/drawing skills and have the opportunity to work with current professional graphic designers.

Should I do GCSE Art or Graphic Design?

If you are considering opting for either GCSE Art or Graphic Design, please discuss with your Art and Technologies Teachers about which will be the best option for you.

You can only take one of GCSE Art and Graphic Design.

HEALTH AND FITNESS

OPTION SUBJECTS

Mr M. Stretton

Technical Award in Health and Fitness (NCFE V Cert) Course Overview

This Level 1/2 qualification is appropriate for students who are:

- Looking to develop a significant core of knowledge and understanding in health and fitness and how to apply their learning.
- Motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

Future Pathways

This course is a useful platform for further study or apprenticeships and careers in the sports industry. The qualification will appeal to students who wish to pursue a career in the health and fitness sector as a personal trainer or progress onto further study through Level 3 qualifications in related subjects such as PE, Science, Psychology, Sports Coaching and Nutrition.

What will I be studying?

The study of health and fitness involves:

1. Understanding the functions of the body systems
2. Understanding of the principles of training
3. Knowing how the body reacts in the short- and long-term to fitness activities
4. How to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals.

The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad understanding and knowledge of working in the sector.

How will I be assessed?

Students will complete two units of work throughout Years 10 and 11; one externally assessed written exam and one coursework unit.

The written exam is 90 minutes long, covers topics 1, 2 and 3 above and contributes 40% to the total qualification.

The coursework unit covers topic 4 (above), is internally assessed by your teacher and externally moderated by an examiner.

This is a Level 2 course where students can achieve a Pass, Merit, Distinction or Distinction*. This course is the equivalent of a GCSE.

Should I do GCSE PE, Sport Studies or Health and Fitness?

This qualification is designed for students who want an introduction to health and fitness that includes a vocational and project-based element. It will involve a lot of coursework which therefore requires you to stay organised and on top of your workload. You may wish to follow this route if you prefer to complete coursework throughout the course as opposed to sitting two longer exams at the end of Year 11 as per GCSE PE (page 42).

You can only choose one of GCSE PE, Sports Studies and Health and Fitness.

Mrs S. Fern

History GCSE (Edexcel)

Course Overview

In GCSE History students will study four engaging units covering a broad range of topics and themes as part of the Edexcel specification.

Future Pathways

GCSE History is a highly respected qualification which is used as a passport to any combination of A Levels or other post-16 qualifications. Many History graduates go into law, chartered accountancy, journalism, teaching and graduate management posts. As part of a package of GCSEs, History is well regarded by colleges and employers, because of the useful skills it develops: information handling, research, independent analysis, evaluating sources. GCSE History is normally expected for students

What will I be studying?

Paper 1

Section A: the historic environment

- The British sector of the Western Front, 1914-1918: surgery and treatment

Section B: British thematic study

- Medicine in Britain c.1250 to the present day

Paper 2

Section A: British Depth Study

- Anglo-Saxon and Norman England, c1060-88

Section B: Period study

- The American West, c1835-c1895

Paper 3

Modern Depth Study

- Weimar and Nazi Germany, 1918-39

How will I be assessed?

Paper 1 – 1 hour 15 minutes

- Section A: the historic environment (10%)
- Section B: British thematic study (20%)

Paper 2 – 1 hour 45 minutes

- Section A: British Depth Study (20%)
- Section B: Period study (20%)

Paper 3 – 1 hour 20 minutes

- Modern Depth Study (30%)

Mrs K. Fallows**Music GCSE (AQA)****Course Overview**

Music is a subject which requires a broad range of skills which colleges, universities and employers value highly.

It is an academic qualification which involves:

- Self-discipline
- Team work
- Creative thinking
- Analytical thinking
- Self-expression

You will have the opportunity to develop your performance skills both as a soloist and in an ensemble (group), to express yourself through composition and develop a greater awareness and understanding of different musical styles.

Should I do BTEC Music, or Music GCSE?

Read both course outlines carefully, then have a chat with Mrs Fallows or Mrs Bray who can advise you personally. You can only take one of GCSE Music and Music BTEC.

What will I be studying?**Component 1: Understanding music**

This component is made up of four areas of study:

- Western classical tradition 1650 – 1910
- Popular music
- Traditional music
- Western classical tradition since 1910.

The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language.

Component 2: Performing Music

Students will prepare and then present two performances:

- Solo performance
- Ensemble performance

Component 3: Composing Music

Students will learn how to develop musical ideas and compose music that is musically convincing through two compositions.

- Composition to a brief
- Free composition

How will I be assessed?**Component 1: Understanding music**

Assessment is through a Listening Exam at the end of the course.

This component is worth 40% of the overall mark.

Component 2: Performing Music

One solo and one ensemble performance.

This component is worth 30% of the overall mark.

Component 3: Composing Music

Two compositions worth 30% of the overall mark.

If you are considering taking GCSE Music, you should enjoy performing and be prepared that some of your homeworks will be to rehearse after school.

It is expected that students will have tuition through school or privately to improve the standard of performance.

Future Pathways

At post 16 you can study A Level Music which is an extension of the work started at GCSE. You can also study a BTEC in Music Technology. Music opens the doors to many careers as musicians can demonstrate a wide range of transferable skills, including analytical skills, aural awareness, mathematical skills, dexterity, teamwork and leadership. Many Music graduates become professional performers, musicians, teachers, composers, producers and arts administrators, even presenters and celebrities.

Mrs K. Fallows

BTEC Level 1/2 Technical Award in Music Practice

Course Overview

The music industry is a vibrant, exciting and highly competitive industry that contributed

£4.1 billion to the UK economy last year, outpacing the overall growth of the economy by

2.5% of the music industry supports more than 117,000 full-time jobs in the UK.

Future Pathways

At post-16 you can study a BTEC in Music Technology. Music opens the doors to many careers as musicians can demonstrate a wide range of transferable skills, including analytical skills, aural awareness, mathematical skills, dexterity, teamwork and leadership. Many Music graduates become professional performers, musicians, teachers, composers, producers and arts administrators, even presenters and celebrities.

What will I be studying?

This award gives learners knowledge of the Music Industry and skills which are essential to be successful in this environment.

This qualification is made up of three Components

Component 1: Exploring Music Products and Styles

- Learning key features of different musical genres (1960's to the present day)
- Music theory such as harmony, rhythm and melody
- Explore techniques used to create music for film, TV and computer games
- Song writing.

Component 2 : Music Skills Development

- Music Performance including rehearsal techniques
- Creating Original Music (composition)
- Music Production (recording music successfully).

Component 3 : Responding to a Commercial Brief

- Exploring a brief as a composer, performer or producer
- Develop and refine musical material.

How will I be assessed?

Component 1: Exploring Music Products and Styles.

Internally Assessed (30%)

Component 2: Music Skills Development.

Internally Assessed (30%)

Component 3: Responding to a Commercial Brief.

Externally Assessed (40%)

Requirements for the course

- An enthusiasm for the subject
- Ability to work with others
- An interest in the Contemporary Music Industry

Should I do BTEC Music, or Music GCSE?

Read both course outlines carefully, then have a chat with Mrs Fallows or Mrs Bray who can advise you personally. You can only take one of GCSE Music and Music BTEC.

PERFORMANCE SKILLS

Mr M. Stretton

Technical Award in Performance Skills (NCFE V Cert)

Course Overview

The qualification will appeal to students who:

- Want an introduction to performance that includes a vocational and project-based element
- Are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences.

Future Pathways

Performance Skills is a subject which offers students the opportunity to develop a number of skills which are attractive to many employers or higher education provider such as team work, communication, creativity, innovation and confidence. Students can progress to any Level 3 course including BTEC Level 3 Performing Arts. Studying Performance Skills can lead to a future in the creative industry and link to other fields, for example working in the media or designing video games.

OPTION SUBJECTS

What will I be studying?

This qualification shows students how to:

1. Understand how work is undertaken in the performance industry across a variety of disciplines
2. Understand performance, production and promotional roles across disciplines
3. Explore skills and qualities required to work in performance and technical roles
4. Apply performance and production skills in developing a performance
5. Work in performance, pre-production and production roles
6. Show creative and technical skills in response to a brief.

How will I be assessed?

Unit 1 – Externally assessed written examination (1 hour 30 minutes) worth 40% of the qualification

- Understand how work is undertaken in the performance industry across a variety of disciplines.
- Know about performance, production and promotional roles across disciplines and the national organisations which relate to employment in the performance industry.
- Understand how skills and qualities required to work both in performance and technical roles are applied to rehearsal, production planning and live performance.

Unit 2 – Internally assessed by your teacher and externally moderated by an examiner. This unit contributes 60% towards the qualification.

- Show creative and technical skills in response to a brief.
- Apply performance and production skills in developing a performance.
- Plan, develop, document and evaluated production activities.

Should I do GCSE Drama, Performance Skills or Creative and Performing Arts?

If you are considering opting for either Creative and Performing Arts, Performance skills or GCSE Drama, please discuss with your Drama Teacher which will be the best option for you.

You can only take one of GCSE Drama, Performance Skills or Creative and Performing Arts.

PHYSICAL EDUCATION

OPTION SUBJECTS

Mr M. Stretton

P.E. GCSE (Edexcel)

Course Overview

The GCSE course is intended for students who wish to gain a greater understanding of the theoretical components that contribute to, and affect, a healthy active lifestyle.

The course also intends to develop students' practical ability.

Future Pathways

Students that study GCSE PE may choose to continue their interest into the future by undertaking an A Level in the subject. Within this they study a broad spectrum of modules from Sports Psychology to Physiology. Many students pursue a sports related course at degree level such as Sports Science. Possible career routes include physiotherapy, sports nutritionist, sports or event management and PE teaching.

What will I be studying?

Component 1: Fitness and Body Systems (36%)

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance (24%)

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 3: Practical Performance (30%)

Component 4: Personal Exercise Programme (10%)

The assessment consists of students producing a Personal Exercise Programme (PEP) and will require students to analyse and evaluate their performance.

How will I be assessed?

60% of the course is PE theory and is assessed over two written exam papers at the end of Year 11; 90 minutes and 75 minutes long.

30% of the course is practical and is assessed by your teachers watching you perform in a variety of sports either at school, extra-curricular clubs or by videos supplied by students.

10% of the course is an evaluation of your Personal Exercise Programme. This is written up, internally assessed by your teacher and externally moderated by an examiner.

Should I do GCSE PE, Sport Studies or Health and Fitness?

With 30% of the course being assessed on your practical performance, it is imperative that students are actively involved in two sports, either outside of school at a club, or within school through extra-curricular activities.

If not, students will be better suited to Cambridge Nationals Level 1/2 in Sports Studies (see page 45) or NCFE Level 1/2 Technical Award in Health and Fitness (see page 37).

You can only choose one of GCSE PE, Sports Studies and Health and Fitness.

Mr S. Machin

Religious Studies GCSE (Edexcel)

Course Overview

The course aims to help students develop an understanding of how beliefs can affect actions and decisions about moral issues. In our modern, multi-cultural society, the ability to understand and critically evaluate the beliefs that other people hold; is a skill, which is valued highly by both universities and employers.

Future Pathways

A qualification in Religious Education demonstrates the ability to think about difficult issues, to put your point of view across, to listen to and respond to others and, like all academic subjects, to learn and process information. GCSE RE can lead to further study of religion and philosophy, but is also sought after in many professions including law, politics, social work, business, medicine, banking, the armed forces and others.

What will I be studying?

Unit 1: Religion and Ethics based on a study of Christianity

This unit looks at the Christian responses to a variety of topics including:

- Believing in God – Why a Christian does believe in God
- Matters of Life and Death – Suicide, Euthanasia, Abortion and Life after Death
- Living the Religious Life – how Christian beliefs impact on everyday life
- Marriage and the Family – Sexual Relationships and Family Dynamics

Unit 2 : Religion and Society based on a study of Christianity and Islam

- This unit looks at the Christian and Muslim response to a variety of topics including:
- Believing in God – Why a Muslim believes in Allah
- Religion: Crime and Punishment – Laws and Attitudes towards Drugs, Alcohol and Capital Punishment
- Living the Religious Life – how Muslim beliefs impact on everyday life
- Religion: Peace and Conflict – Responses to War and Promotion of Peace

How will I be assessed?

The course is assessed by two written papers, both taken at the end of Year 11.

Paper 1

Focuses on Religion and Ethics and is worth 50%

Paper 2

Focuses on Religion, Peace and Conflict and is worth 50%

SEPARATE SCIENCES

OPTION SUBJECTS

Mrs C. Carr

Students study Biology, Chemistry and Physics GCSE (AQA) as three separate subjects.

Course Overview

Taking Biology, Chemistry and Physics is ONE OPTION CHOICE

What will I be studying?

All students study for at least two GCSEs in Science. This option is for those who have the desire to explore scientific ideas in greater depth, and wish to study a greater breadth of science topics.

This option will better prepare any student who plans to take a Science subject as an A Level.

How will I be assessed?

There are two formal external examinations for each subject. Each exam will last 1 hour 45 minutes. The grades awarded are based on a 9 point grading scale for each subject ranging from 9-1.

As the demands of this course are high, acceptance onto this option will rely on a good performance in Science assessments throughout the year.

Biology, Chemistry and Physics GCSEs have two tiers available:
Foundation (grades 1 – 5)
Higher (grades 4 – 9)

Future Pathways

Any student who completes GCSE Combined Science will be able to study any A level science subject, provided they have achieved the minimum criteria for individual colleges. A qualification in science is desirable for most career routes, especially within the fields of STEM (Science, Technology, Engineering and Mathematics). Science is also needed to gain access to other A Level courses such as Geology, Geography, PE and Psychology. Studying Science related subjects post-16 provides the opportunity to follow a range of careers/professions in fields such as science, medicine, dentistry, manufacturing, laboratories, agriculture, engineering, journalism, law, architecture, business and finance.

Mr M. Stretton

Sports Studies

(OCR Cambridge Nationals)

Course Overview

This qualification is the equivalent of one GCSE.

The course is suitable for students who have an interest in working within a sporting environment and for those students who generally perform better when they are continually assessed throughout the course.

Should I do GCSE PE, Sport Studies or Health and Fitness?

This course is a useful platform for further study or apprenticeships and careers in the sports industry. In the sports sector, typical employment opportunities may include work such as coaching, working in the leisure industry, professional sports, physiotherapy, positions in local authority and community work.

What will I be studying and how will I be assessed?

Contemporary issues in sport

This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment.

Developing sports skills

Students will develop their skills, techniques and use of tactics, strategies and compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity.

As well as developing sporting skills, students will also develop their transferable skills such as communication, performing under pressure, using initiative to solve problems and making decisions by considering rapidly changing conditions around them.

In addition to the two compulsory units above, students will complete coursework in two other units chosen by their class teacher from the following list:

- Sports leadership
- Sport and the media
- Working in the sports industry
- Developing knowledge and skills in outdoor activities.

How will I be assessed?

Students will complete four units of work throughout Years 10 and 11; one externally assessed written exam (60 minutes long) and three coursework units.

Coursework units are internally assessed by your teacher and externally moderated by an examiner.

Future Pathways

Sports Studies is less reliant on practical ability but does involve a lot of coursework which therefore requires you to stay organised and on top of your workload. You may wish to follow this route if you prefer to complete coursework and exams throughout the course as opposed to sitting two longer exams at the end of Year 11 as per GCSE PE (page 42).

TRAVEL AND TOURISM

Mrs C. Ramsay

**Pearson BTEC Level 1/2
First Award in Travel and Tourism**

Course Overview

You will have the opportunity to explore UK and global travel and tourism. During the course you will focus on the geography and knowledge required for specific roles in the travel and tourism sector, e.g. visas and travel advice. Alongside this you will develop customer service skills. The course is suited to students interested in working in industries such as travel agents, tourist information centres or visitor attractions.

Future Pathways

The course supports progression to a more specialised Level 3 vocational or academic tourism course or an apprenticeship. It is a suitable qualification for those seeking employment within a wide range of junior job roles across the travel and tourism sector, for example posts in travel agencies, visitor attractions and tourist information centres.

What will I be studying?

Unit 1

- Understand the UK travel and tourism sector and its importance to the UK economy
- Know about the industries, and key organisations, within the travel and tourism sector
- Understand the role of consumer technology in the travel and tourism sector.

Unit 2

- Know UK travel and tourism destinations and gateways
- Investigate the appeal of UK tourism destinations
- Plan UK holidays to meet the needs of different visitors.

Unit 3

- Investigate travel and tourism customer service
- Explore the needs and expectations of different types of customer in the travel and tourism sector

Unit 4

- Know the major international travel and tourism destinations and gateways
- Investigate the appeal of international travel and tourism destinations to different types of visitor
- Be able to plan international travel.

Unit 5

- Investigate how climate, and worldwide time, can affect the appeal of worldwide destinations.
- Understand influential factors on worldwide travel and tourism destinations.

How will I be assessed?

Unit 1: The UK Travel and Tourism Sector – External – 25%

Unit 2: UK Travel and Tourism Destinations – Internal – 25%

Unit 3: The Travel and Tourism Customer Experience – Internal Synoptic – 25%

Either:

Unit 4: International Travel and Tourism Destinations (Optional Unit) – Internal – 25%

Or:

Unit 5: Factors Affecting Worldwide Travel and Tourism (Optional Unit) – Internal – 25%

Marple Hall Option Choices for September 2020

Choice 1 (**Choose 1 Humanity**)

Geography	
History	

Choice 2 (**Choose 1 Language**)

French	
Spanish	

Choices 3 & 4

(Choose 2) - please pick 2 subjects, only one of each colour is possible

OPTION CHOICE	3	4	If you pick this option...
Art*			...you cannot pick Graphic Design
Childhood Studies (Cambridge Nationals)			
Computer Science			
Creative Arts (RSL)**			...you cannot pick Drama or Performance Skills
Creative iMedia (Cambridge Nationals)			
Dance			
Design and Technology			
Design and Technology: Fashion and Textiles			
Drama**			...you cannot pick Creative Arts or Performance Skills
Enterprise and Marketing (Cambridge Nationals)			
Film Studies			
Food Preparation and Nutrition			
French			
Geography			
German			
Graphic Design (V Cert)*			...you cannot pick Art.
Health and Fitness (V Cert)***			...you cannot pick PE or Sport Studies
History			
Music GCSE****			...you cannot pick Music BTEC
Music (BTEC Tech Awards)****			...you cannot pick Music GCSE
PE***			...you cannot pick Health and Fitness or Sports Studies
Performance Skills (V Cert)**			...you cannot pick Creative Arts or Drama
RE			
Separate Sciences			
Spanish			
Sports Studies (Cambridge Nationals)***			...you cannot pick Health and Fitness or PE.
Travel and Tourism (BTEC Tech Awards)			

****You are not able to take more than one of the subjects that have the same colour..

Look carefully at the Option Choices on the opposite page.

- Choose **ONE** subject from each column,
- Do not choose the same subject twice.
- Please write your four choices below.

Choice 1

Choice 2

and now your **TWO** remaining free choices in order of preference.
(Put the one you would like to do most first!)

Choice 3

Choice 4

Reserve

Classes at Key Stage 4 are run according to demand and if only a very small number choose a particular option it might not be viable. For these reasons we ask you to choose a reserve subject in case your preferred option is not available.

Student Name

Form

Parent / Carers Signature

Date

The deadline for handing in completed forms is
Friday February 8th 2020
TO: Data and Assessment Office Isherwood.