



# OPTIONS BOOKLET

Determination Honesty Readiness Respect Spark

# Class of 2024 - The Options Process

**November 2021**

Options work begins in Tutor Period



**December 2021**

Options booklet launched  
Speak to parents, teachers and form tutor.



**January 2022**

Individual meetings with a member of the Senior Leadership Team



**Thursday 20<sup>th</sup> January 3.30pm - 7.30pm**

Parents' and Options Evening



Complete option choices online.  
The deadline for choices to be made is

**Friday 4<sup>th</sup> February 2022**

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. Usually we hold an Options Evening in January where you can visit the different subjects on offer and speak to individual teachers about the courses you are interested in. Unfortunately due to the current restrictions we are unable to host an event this year so instead we have created individual subject videos which will be hosted on our website. More information on this will be shared with you in January.

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, you will need to study either History or Geography alongside English, Mathematics and Science. If you are due to complete your GCSE MFL this summer you may choose to do a second language during Year 10 and 11.

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.

This year we are using an online options form which means you will select your subjects via a website. We will share instructions with you in January on how to do this. 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. We expect this to be the case with Separate Science so if this is a course you are desperate to do you must place it at the top of your choices.

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 end of Year 9 or 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.

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	GCSEs (General Certificate of Secondary Education) are qualifications which are mainly assessed by exams at the end of Year 11. GCSEs are now graded using a numerical scale of 9 to 1, with 9 being the highest possible mark, a grade 4 being a 'standard pass' and grade 5 seen as a 'strong pass'.
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*.
RSL	RSL qualifications are specifically tailored towards the performing arts. They focus on internal assessment and performance and are ideal for learners who excel through performance. An RSL qualification is equivalent to a GCSE and they are graded as Pass, Merit and Distinction.

**All students have to study the following CORE subjects:**

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

**Students should then pick THREE 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  
Computer Science  
Creative and Performing Arts (RSL)  
Creative Media Production (BTEC Tech Awards)  
Dance  
Design and Technology: Fashion and Textiles  
Design and Technology: Product Design  
Drama  
Enterprise and Marketing (Cambridge Nationals)  
Film Studies  
Food Preparation and Nutrition  
French  
Geography  
German  
Graphic Design (V Cert)  
History  
Italian  
Music GCSE  
Music (BTEC Tech Awards)  
PE  
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 and Sports Studies**

**GCSE Drama and Creative and Performing Arts**

**GCSE Music and BTEC Music**

**GCSE Design Technology: Product Design and Design and Technology: Fashion and Textiles**

## 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 choices. Subject teachers in particular can bring their experience and expertise to help students understand the career opportunities in their area.

We expect students to discuss their options with their parents or carers using the resources given out in form time. 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 have also been given access to online careers sites such as Xello online which provides interactive assessments to help students understand their strengths, skills, and unique interests as well as hundreds of career profiles, which they can then further research. This site will also help them to establish which courses at GCSE are the most suitable to study, as well as to have an overview of the options open to them post-16 such as A Levels, BTECs, apprenticeships or work based training. EClips online provides similar less personalised advice but provides valuable information on a wide variety of occupations, as well as more importantly the demand for jobs in certain career sectors in the future, on a region-by-region basis.

Students have the opportunity to listen to both employers and employees in the careers area of the learning hub. This is to help them learn more about how to access careers they are interested in. Alternatively they can look at 'icould.com' to hear representatives from the business world talk about their jobs.

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

# CAREERS INFORMATION

All careers information is located in the careers area of the HUB.

Students can access careers programs on the PCs located in the HUB before or after school and during breaks and lunchtimes. Noticeboards in each Faculty area outline careers open to students who wish to pursue that particular subject further.

In Year 10 there is a post-16 evening held in the summer term where parents, carers and students normally come into school and talk to representatives from local colleges, and employers. Due to current restrictions we aim to host a virtual post-16 careers event to help students decide which path suits them most. We will also be running an interview day for Year 10 where they will be interviewed

and given feedback by someone from the business world to develop their application and interview skills. This will be operated with full precautions taken against Covid.

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 and develop good interview techniques.

The school is also in the process of building up a bank of 10 minute business talks which are saved in the school careers folder. These feature representatives from local employers who talk about the steps they took to get into their job.

## Useful websites for students to access

---

### <https://gmacs.co.uk/schools>

The Greater Manchester Apprenticeship and Careers Service works alongside Xello to provide a trusted and balanced source of careers information in one place. Xello will provide interactive assessments to help students understand their strengths, skills, and unique interests and give access to hundreds of career profiles. To access Xello students need to go to the GMACS website, click on the careers plan tab and then log in using their school email address as username, and date of birth (ie ddmmYYYY) as password.

### [www.eclips-online.co.uk](http://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](http://www.ucas.com)

For early research into entrance requirements for university.

### [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

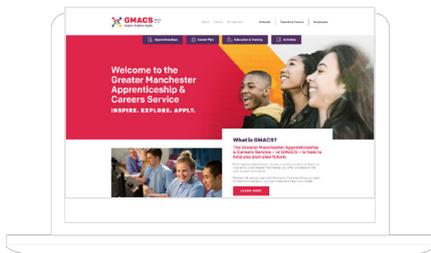
Information, advice and vacancies.

### **Marple Hall Learning Hub**

(<https://marplehall.sharepoint.com/>) provides a wealth of information on our post-16 providers, how our curriculum links to careers, careers talks, university details. Students can also learn about apprenticeships and labour market information.

**Marple Hall Careers** has a Twitter and Instagram account that can be followed.

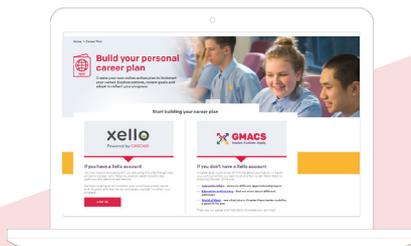
# Introducing the GMACS career planning tool, Xello



## 1. GMACS

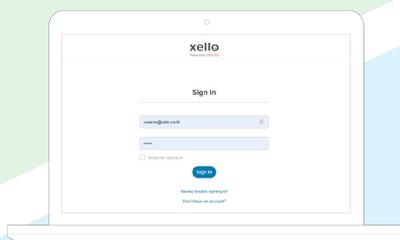
Using Chrome, visit [gmacs.co.uk](http://gmacs.co.uk)

Click on



## 2. Xello - Career Planning tool

To access your career planning tool click on



## 3. Log in

Use the log in below:

**Username = Student email address**

**Password = DOB (ddmmyyyy)**

# What can I do in Xello?

## Personalise your Account

- Matchmaker
- Learning Style
- Experiences
- Lessons
- Assignments
- Storyboard
- Explore options
- Create Goals and Plans



1

### Personalise the about me section

Select **About Me** in the top menu. Click the camera icon in the bottom right corner of the default avatar. Follow the instructions to choose a picture from your computer.

2

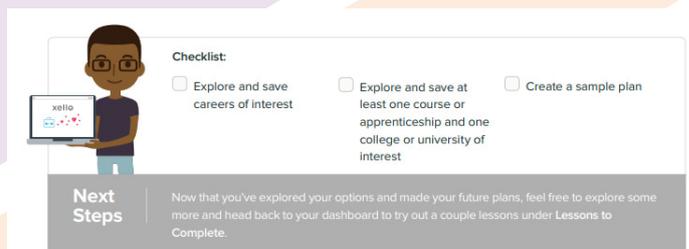
### Complete the assessments and build self knowledge

There are three phases to **Matchmaker**. With each completed phase, your career matches and clusters will be further refined based on your answers. Once you complete even the first phase, you'll get a strength of match rating for every career in Xello

3

### Start to build your profile

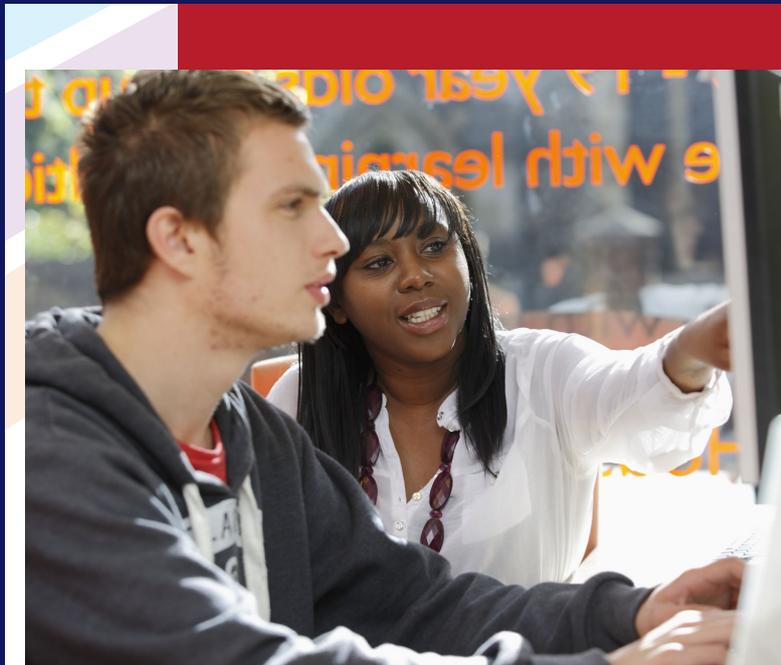
Explore and save careers of interest. Explore and save at least one course or apprenticeship and one college or university of interest. Create a sample plan



# eCLIPS

Accurate, up-to-date careers and labour market information on over 1,000 jobs and careers

- Education
- Choices
- Training
- Job seeking
- Employability
- And more...



[www.eclips-online.co.uk](http://www.eclips-online.co.uk)



Login with your school or college password:

sk6 6lb

a product from  
**adviza**



# The Core

All students must study:

English Language

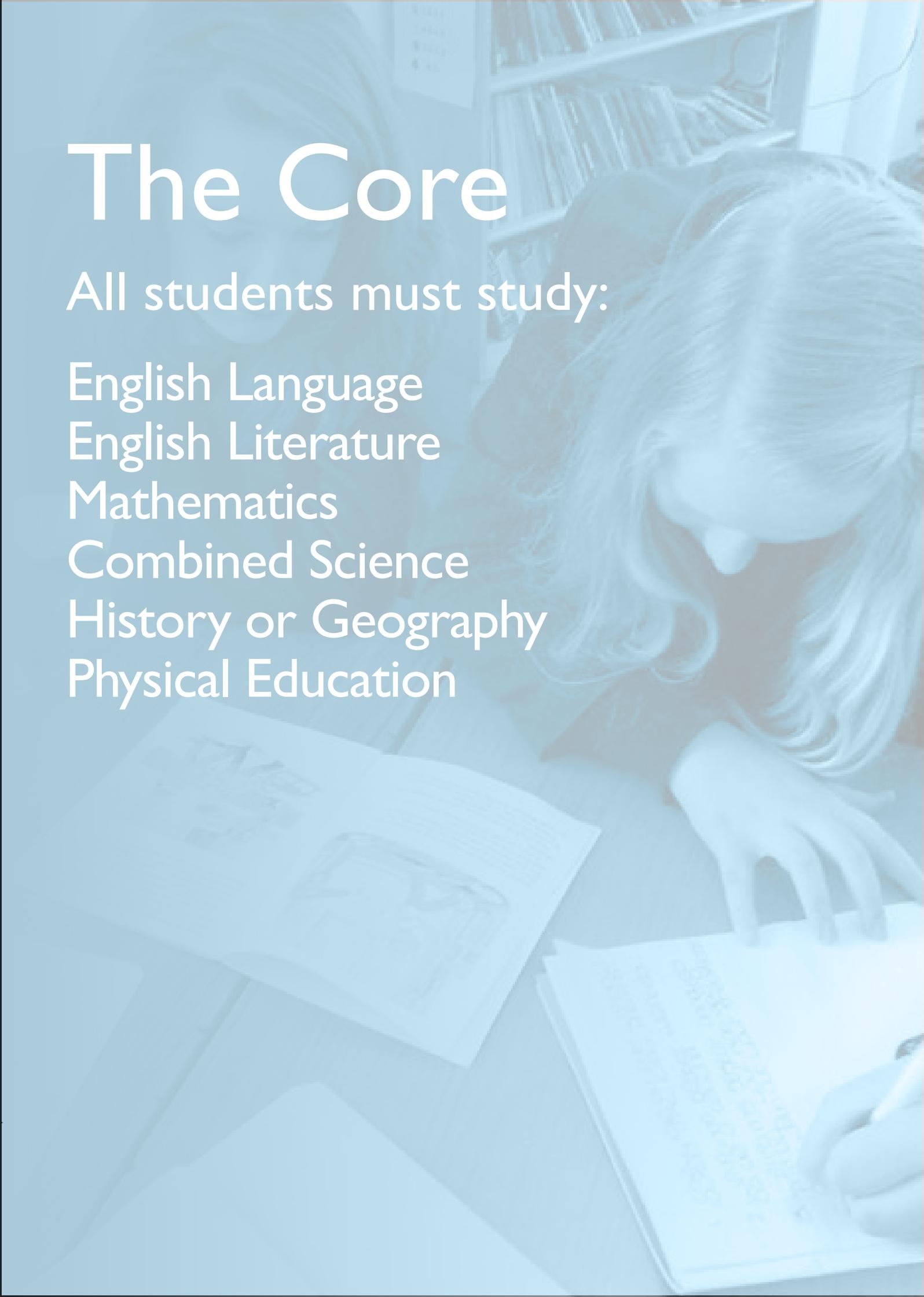
English Literature

Mathematics

Combined Science

History or Geography

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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> or 21<sup>st</sup> 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%]

This is assessed via an examination.

**Section A:** Reading, 25%

Students read one recent non-fiction text and one literary non-fiction text from the 19<sup>th</sup> 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 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century. The qualification will be assessed wholly through closed text examinations.

**Paper 1:** Shakespeare and the 19<sup>th</sup> 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:** 19<sup>th</sup> 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 that 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**

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.

### **What will I be studying?**

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

### **How will I be assessed?**

Students will sit three examinations to achieve a GCSE in Mathematics, one non calculator paper and two calculator papers. Each paper is equally weighted, lasts 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, are 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 39.

### **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 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 21<sup>st</sup> 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.

## HISTORY

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 and evaluating sources. GCSE History is normally expected for students wishing to study A Level History.

## 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  
This topic will cover the different ideas that people had about the causes of illness, treatments and ways of preventing disease across 800 years.

## Paper 2

**Section A:** British Depth Study

- Anglo-Saxon and Norman England, c. 1060-88  
This topic will look in depth at England both before and after the Norman Conquest of 1066.

**Section B:** Period Study

- The American West, c. 1835 - c.1895  
This topic will look at the expansion of America in the 19th century and the impact this had on the Native Americans.

## Paper 3

## Modern Depth Study

- Weimar and Nazi Germany, 1918-39  
This final topic will look at Germany in the Weimar Republic in the aftermath of the loss of WWI. We will study the rise of the Hitler in the same period, as well as Germany under Nazi control.

## How will I be assessed?

You will complete 3 exams at the end of Year 11.

**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%)

**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 GCSE PE or Sports Studies, 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 three of the following options:

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

## ART

**Miss H. Mustill**

### **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.

## COMPUTER SCIENCE

**Mrs Z. Mahmood**

### Computer Science GCSE (Edexcel)

#### Course Overview

This subject reflects the importance of computation in the modern world today and how it will do so in the future – a qualification that enables students to apply themselves and gives them the skills to succeed in their chosen pathway.

#### 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.

#### What will I be studying?

##### Principles of Computer Science

(Paper 1-Written examination)

Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.

Topic 2: Data – understanding of binary, data representation, data storage and compression.

Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.

Topic 4: Networks – understanding of computer networks and network security.

Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

##### Application of Computational Thinking

(Paper 2 On-Screen examination)

Topic 6: Problem solving with programming.

#### How will I be assessed?

##### Principles of Computer Science

Examination – 1 hour 30 minutes written paper which is 50% of the final grade

This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short, medium and extended answers.

##### Application of Computational Thinking

Online examination – 2 hours and 50% of the final grade

This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen.

#### Entry requirements:

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

## CREATIVE AND PERFORMING ARTS

**Mr D. Osgood**

**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 gain 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, some written and some 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 or Creative and Performing Arts?

If you are considering opting for either Creative and Performing Arts 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 and 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.

## CREATIVE MEDIA PRODUCTION

**Mrs Z. Mahmood**

### **Creative Media Production**

### **BTEC Level 1/2 Technical Award**

#### **Course Overview**

The qualification is the same size and level as a GCSE. It is aimed at those who may be interested in pursuing a career in creative media production. The qualification helps you to explore the sector by undertaking practical media projects.

#### **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 Creative Media sector encompasses a wide range of digital media industries including TV and Radio Production, Animation, Photography, Print, Computer Games Development, and Interactive Media. If you are interested in the Digital Arts, then this course could be your first step into an exciting and fast-moving creative career.

#### **Component 1 – Exploring Digital Products**

You will develop your understanding of how media products create meaning for their audiences. You will examine existing products and explore media production techniques.

#### **Component 2 – Developing Digital Media Production Skills**

You will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

#### **Component 3 – Creating a Media Product in response to a Brief**

You will apply and develop your planning and production skills to create a media product in response to a client brief.

#### **How will I be assessed?**

The majority of the course is structured around continual centre-based assessment and you will be expected to demonstrate a high level of work throughout the duration of the course. The components are assessed as follows:

**Exploring Media Products** - Internally assessed worth 30%

**Developing Digital Media Production Skills** - Internally assessed worth 30%

**Create a Media Product in Response to a Brief** - Externally assessed on-screen exam worth 40%

**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.

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.

### 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 merchandiser, public relations, teaching/education, manufacturing, sports and leisure, medical, transport, construction, fashion and apparel, theatre and television.

### What will I be studying?

#### Paper 1

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 and 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.

### Should I do GCSE Design Technology: Product Design or GCSE Design Technology Fashion and Textiles?

If you are considering opting for either GCSE Product Design or Fashion and Textiles, please discuss with your Technologies teacher about which will be the best option for you.

You can only take one of GCSE Product Design and Fashion and Textiles.

## DESIGN AND TECHNOLOGY: PRODUCT DESIGN

**Mr A. Purdie**

**Design and Technology:  
Product Design**

**GCSE (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.

- 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 1<sup>st</sup> 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.

### Should I do GCSE Design Technology: Product Design or GCSE Design Technology Fashion and Textiles?

If you are considering opting for either GCSE Product Design or Fashion and Textiles, please discuss with your Technologies teacher about which will be the best option for you.

You can only take one of GCSE Product Design or Fashion and Textiles.

## DRAMA

**Mr D. Osgood**

### **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.

#### **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 or Creative and Performing Arts?**

If you are considering opting for either Creative and Performing Arts 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 and Creative and Performing Arts.

## ENTERPRISE AND MARKETING

**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, promotions and finance 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 15 minutes 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:

- Characteristic of successful entrepreneurs
- Market Research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise

#### **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 R06 unit. They will learn how to pitch their product/business to an audience. This unit will prepare students both for employment interviews and for starting up a business for the future, while also developing the transferable presentation skills and learning 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 20<sup>th</sup> 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

**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 21<sup>st</sup> 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.

## GRAPHIC DESIGN

**Mr. A. Purdie****Level 1/ 2 Technical Award  
in Graphic Design  
(NCFEV Cert)****Course Overview**

Throughout this qualification, students will have the opportunity to learn the basic components of Graphic Design, both digitally and by hand. Students will learn about Graphic Designers within the various disciplines of the subject, making strong links between the fundamental principles and industry, learning to work to a design brief and developing ideas, whilst exploring creative direction to producing several design portfolios.

**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, advertising, transport design and many more.

**What will I be studying?**

Graphic Designers specialise in visual communication through a combination of imagery, typography, composition and layout, whilst considering the impact of colour, line and tone. It involves designing electronic forms of visual information such as; advertisements, publications and website design.

Graphic Design should not be confused with Art and Design or Product Design. This qualification focuses on the applied study of Graphic Design principles to gain a broad understanding and knowledge of the industry and working in this 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

Unit 5: External assessment

**How will I be assessed?**

Units 1 to 4 are internally and externally assessed in the form of a portfolio of evidence, where each unit is graded as Pass, Merit, Distinction. There is a final externally assessed 10 hour examination which is released by NCFE during an assessment window and is completed under exam conditions. All five units are then combined to give an overall grade for the qualification.

**Is Graphic Design for me?**

If you enjoy the design element within Technology then yes! You are taught a range of designing and drawing skills, combining practical and digital design using a range of computer software and traditional equipment, whilst working with/ being influenced by 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.

## HISTORY

**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 and evaluating sources. GCSE History is normally expected for students wishing to study A Level History.

#### 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  
This topic will cover the different ideas that people had about the causes of illness, treatments and ways of preventing disease across 800 years.

##### Paper 2

**Section A:** British Depth Study

- Anglo-Saxon and Norman England, c. 1060-88  
This topic will look in depth at England both before and after the Norman Conquest of 1066.

**Section B:** Period study

- The American West, c1835-c1895  
This topic will look at the expansion of America in the 19th century and the impact this had on the Native Americans.

##### Paper 3

Modern Depth Study

- Weimar and Nazi Germany, 1918-39  
This final topic will look at Germany in the Weimar Republic in the aftermath of the loss of WWI. We will study the rise of the Hitler in the same period, as well as Germany under Nazi control.

#### How will I be assessed?

You will complete 3 exams at the end of Year 11.

**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

**Mrs A. Castillo**

**French GCSE (AQA)**  
**German GCSE (AQA)**  
**Italian GCSE (AQA)**  
**Spanish GCSE (AQA)**

### Course Overview

Students with a passion for languages may choose to study a second modern language at GCSE level in Year 10 and 11.

You will already be familiar with the course and exam structure from your first language GCSE. The skills you have gained will support your learning and progress.

You will start by learning the basics of the language but quickly move to GCSE level. Therefore, you will need to be keen to do independent work to consolidate classwork and advance your progress.

If you are thinking of choosing to study a language at GCSE, please speak to your languages teacher.

### Future Pathways

At A Level, you learn a lot more about culture, you complete an independent research project, and you study a film and a book. At university, you can study one or more languages, or combine them with another course e.g. French and economics, Spanish and law, Italian and English literature. You do a year abroad too, so you can experience life in another country. In most careers, languages are highly valued. Some examples of these sectors are: the sporting industry, travel and tourism, hospitality, international business. You could be a diplomat, journalist, archaeologist, spy... anything!

### What will I be studying?

#### Theme 1: Identity and culture

- Me, my family and friends
- Relationships with family and friends
- Technology in everyday life
- 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
- Healthy/unhealthy living
- Global issues
- Holidays

### 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.

Students who gain a grade 6 or above in their Year 9 Language GCSE and wish to study an A Level in the language at college, can opt to study a bridging course. This will maintain students' language proficiency and build on their fluency and knowledge ready for the challenge of A Level.

Please discuss this with your languages teacher if this is something which you are interested in.

## MUSIC

**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.

## MUSIC BTEC

**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%. 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.

#### **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?**

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**

You will learn the key features of different musical genres (1960's to the present day) through listening to music, playing your instrument and using Music Technology. You evidence your work by creating a music blog that includes write ups, screen shots of your work on Garageband, audio and video clips of performances.

You will study Music theory such as harmony, rhythm and melody and explore techniques used to create music for film, TV and computer games and other Music Products.

##### **Component 2 : Music Skills Development**

There are two strands: exploring professional and commercial skills for the music industry, and applying and developing musical skills and techniques.

The first strand covers many of the personal attributes needed in the Music Industry such as time management, self-discipline, and a knowledge of health and safety.

For the second strand you develop skills in two of three disciplines: Creating, Performance or Production. You will set yourself personal targets then evidence and evaluate your progress towards these through a diary which includes performance recordings and audio mixdown's.

##### **Component 3 : Responding to a Commercial Brief**

This combines your knowledge and skills developed in Components 1 and 2. This is done through 20 hour practical exam. The brief is to take an existing song and re-imagine it in a new style. For example 'Final Countdown' re-imagined in a Jazz style, 'Stayin Alive' re-imagined as Drum and Bass or 'Black and Gold' as Indie Rock.

#### **How will I be assessed?**

**Component 1:** Internally Assessed (30%)

**Component 2:** Internally Assessed (30%)

**Component 3:** Externally Assessed (40%)

**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 or Sport Studies?

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 40).

You can only choose one of GCSE PE and Sports Studies

## RELIGIOUS STUDIES

**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

**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?

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)

Separate Science is a popular and over-subscribed course. There are a limited number of places available and, if the number of students opting exceeds the number of places available, we will allocate places to students who have placed it at the top of their choices list.

Any student who studies Combined Science as part of the compulsory core offer will be able to study any A Level science subject, provided they have achieved the minimum criteria for individual colleges.

### Future Pathways

Any student who completes GCSE Separate Sciences 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.

### Future Pathways

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?

#### Contemporary issues in sport

You will study a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The use of technology in sport.

#### Performance and leadership in sports activities

You will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

In addition to the two compulsory units, students will complete coursework on one of the following two units:

- Sport and the media
- Increasing awareness of outdoor and adventurous activities.

#### How will I be assessed?

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

Coursework units are 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 or Sport Studies?

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 37).

## TRAVEL AND TOURISM

**Miss A. Anscomb**

**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 2022

## Choice I (*Choose 1*)



## Choices 2, 3 & 4

*(Choose 3) - please pick 3 subjects, only one of each colour is possible*

OPTION CHOICE	2	3	4	If you pick this option...
Art*				...you cannot pick Graphic Design
Computer Science				
Creative and Performing Arts (RSL)*				...you cannot pick Drama
Creative Media Production(Cambridge Nationals)				
Dance				
Design and Technology: Product Design*				...you cannot pick Fashion and Textiles
Design and Technology: Fashion and Textiles*				...you cannot pick Product Design
Drama*				...you cannot pick Creative Arts
Enterprise and Marketing (Cambridge Nationals)				
Film Studies				
Food Preparation and Nutrition				
French				
Geography				
German				
Graphic Design (V Cert)*				...you cannot pick Art.
History				
Italian				
Music GCSE*				...you cannot pick Music BTEC
Music (BTEC Tech Awards)*				...you cannot pick Music GCSE
PE*				...you cannot pick Sports Studies
RE				
Separate Sciences				
Spanish				
Sports Studies (Cambridge Nationals)*				...you cannot pick PE.
Travel and Tourism (BTEC)				

\*You are unable to take more than one of the subjects that have the same colour.

# TEMPLATE FORM

You can use this page to record your choices, your final choices will be made online.

Look carefully at the Option Choices on the opposite page.

Choice 1 - Geography or History

Now write your **THREE** remaining choices in order of preference.

Put the subject you would like to do the most first! If a course becomes full we will allocate places based on your order of preference.

Choice 2

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.

The deadline for choices to be made is

**Friday February 4<sup>th</sup> 2022**

