



**St Anne's Catholic School and Sixth Form College**

# **Key Stage 4 Curriculum Information on Courses**

**2018-2020**



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# KS4 Curriculum Choices Programme Flowchart

## **PSHE**

Curriculum time activities to assist students in making the best choices.



## **Curriculum Choice Booklet Sent Home**

Week beginning 19<sup>th</sup> February 2018



## **Curriculum Information Evening for parents/carers and students**

Tuesday 27<sup>th</sup> February 2018 6.00pm - 7.30pm



## **Choice Returns**

Students return choice forms (Located on the last page of this booklet) to their tutor.

Friday 16<sup>th</sup> March 2018



## **Discussion / Review**

Suitability of choices,  
Ensuring balance and coherence of subjects.



## **Confirmation Letter Home**

Confirming choices  
(Early in Summer Term)



**Dear Parents and Students**

**Spring 2018**

I am delighted to welcome you to this year's KS4 curriculum evening on **Tuesday, 27<sup>th</sup> February 2018**.

At St Anne's we are very proud of the excellent progress our girls make between starting with us in Year 7 and leaving at the end of Year 13. A vital stage in that journey is the decision you are about to make about the shape and content of your daughter's Key Stage 4 courses. We have carefully considered the breadth and depth of the curriculum choices on offer and it is our aim that all our girls have the opportunity to succeed in the subjects they choose whilst also ensuring they keep doorways to future educational pathways open.

The range of courses we offer allows all girls to choose both academic qualifications and those that would lead to a more vocational pathway. We are pleased to say that, at St Anne's, all pupils have access to the same option choices.

It is important to note that, although we do not force all to take subjects that equate to the English Baccalaureate, we do advise that this should be the starting point for your decision-making. Only opt out of this if you are convinced that this is the right route for your daughter. Having geography or history and a language keeps pathways open, helps to better understand the world we live in, and is becoming increasingly important to universities and employers. For example, the twenty four UK universities constituting the Russell Group (including Southampton, Oxford and Cambridge) suggest taking at least 2 A Levels in the English Baccalaureate subjects to keep your options open for university undergraduate courses. Of course, these would need to have been successfully studied at GCSE level first, hence why the decisions made now are important.

It can be tempting at this event for families to only visit the option subjects and not spend time finding out about the core subjects that everyone takes. The skills gained through the option subjects should complement those covered by the core subjects and so having a good understanding of what they entail is important. The curriculum you choose should allow your daughter to develop and demonstrate a broad range of skills, which will allow her to keep her options open when planning for her next steps beyond Key Stage 4.

Take time to speak to our sixth form team about our entry requirements, as this may help you with selecting the right stepping stones to success at A Level. The careers advisors are also available for further advice and if your daughter's plan is to pursue a more vocational pathway.

We very much look forward to seeing you at the curriculum evening and I hope this booklet will provide you with the relevant information to guide you and your daughter's subject choices at this pivotal time in her academic career.

**Mr A Fakhoury**  
**Assistant Headteacher**

## Programme

### KS4 Curriculum Choices Evening Tuesday 27<sup>th</sup> February 2018

6.15pm Presentation in the Hall

6.00–7.30pm Staff will be available to answer your questions about the subjects on offer in the following rooms:

Subject	Room
Art and Design	40
Astronomy	Performing Arts Centre
Business	38
Computer Science	38
Dance	35
Design & Technology – Product Design	40
Design & Technology - Textiles	40
Drama	Performing Arts Centre
English	16
Food Preparation and Nutrition	31
Geography	42
Health and Social Care	31
History	33
IT	38
Mathematics	32
Modern Foreign Languages – French and Spanish	34
Media Studies	16
Music	Performing Arts Centre
Physical Education	35
Religious Education	16
Science	Performing Arts Centre
Tourism	42
Head of Year 9 – Miss L Taylor	Vestibule
Head of School - Mr J Rouse Deputy Head - Mr J Waterfield	Vestibule
<b>“Next Steps” Information, Advice and Guidance</b>	
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**Dear Students**

**Spring 2018**

KS4 is a new beginning, an opportunity to study some new courses, extend your knowledge in existing ones and continue with core subjects.

As well as the compulsory subjects of English, maths, science, RE and PE, you may choose three courses, all of which are taught in five hours per fortnight. Some students may take up the option to drop an option subject for supported study time. This personalised route will support you in attaining a grade 5 in these essential subjects.

By now, the middle of Year 9, you should know which subjects you prefer, as well as those you are good at. You should also think about whether you may need a particular subject for your future career. Whether you are doing combined or separate sciences, you will be able to follow any science A level. Please do not be concerned if you have little or no idea of a career choice at this stage. We will help you with this throughout Years 10 to 13.

You need a choice of subjects that suits your needs, abilities and preferences. Keep in mind that your ideas about a career may well change during Years 10 to 13, so you should choose a broad and balanced range of subjects. You will need to think about areas that you might like to pursue at sixth form college and also consider which EBacc qualifications best suit your strengths.

I would strongly urge you to discuss your ideas and thoughts with your parents and ask for their views. Ask your teachers whether they would recommend that you follow an examination course in their subject.

At the rear of the booklet there is a subject choices form to be completed and returned to your tutor by Friday 16<sup>th</sup> March 2018. Your choices are prioritised and we endeavour to accommodate as many, if not all of your option choices as possible. The constraints of specialist rooms, staff and group sizes may mean that not all subject choices can be met. In this rare occurrence you will need to give consideration to your reserve choice of subject which may be called upon.

The subjects you will study during Years 10 and 11 will be finalised by the end of the spring term and you can expect to receive confirmation of your choices in the early part of the summer term.

If we cannot give you all the options you chose you will have a meeting with senior staff to guide and advise you on alternatives.

**Take Time – Take Care – Take Advice**  
**What you choose now will decide the pattern**  
**of your work for the next two years.**

**Miss L Taylor**  
**Head of Year 9**

## The Curriculum



In Years 7 to 9 at St Anne's your daughter and her peers have been following a broad and balanced curriculum which aims to develop a range of learning skills and build a foundation for later study. Now that your daughter is entering Key Stage 4 she has the opportunity to focus and challenge her learning on areas of interest and strength.

**In Years 10 and 11 pupils will follow the core subjects below:**

GCSE English Language and Literature

GCSE Mathematics

GCSE Religious Studies

GCSE Combined Science (about 30 students will follow a separate science pathway)

Physical Education, PSHE (Personal, Social and Health Education) and Careers Guidance are also part of the core curriculum.

**Pupils will also have the choice to study up to three additional subjects from the following options:**

- |   |                                    |
|---|------------------------------------|
| • GCSE Art and Design                         | • GCSE Geography                   |
| • GCSE Astronomy                              | • Level 1/2 Health and Social Care |
| • GCSE Business                               | • GCSE History                     |
| • GCSE Computer Science                       | • Level 1/2 IT                     |
| • GCSE Dance                                  | • Level 1/2 Tourism                |
| • GCSE Design and Technology – Product Design | • Level 1/2 Textiles               |
| • GCSE Drama and Theatre Arts                 | • GCSE Media Studies               |
| • GCSE Food Preparation and Nutrition         | • GCSE Music                       |
| • GCSE French                                 | • GCSE Physical Education          |
|   | • GCSE Spanish                     |

**What is the English Baccalaureate (EBacc)?**

The government has introduced a 'gold' standard set of qualifications for students to attain called the English Baccalaureate (EBacc). This suite of subjects the government believes will offer students the best foundation for further study at university. It is not a qualification in itself. Rather, pupils can achieve the EBacc if they get a grade 5 or above in a select range of subjects at GCSE level only.

### What subjects count?

Your daughter would achieve the EBacc measure if she opts for and then achieves:

- 5-9 in English Language (and also being entered for English Literature)
- 5-9 in Mathematics
- 5-9 in Science (Combined or Separate Sciences)
- 5-9 in History or Geography

### What is the school's advice?

We live in a rapidly changing world where your daughter's future university / college course and careers are difficult to predict. Your daughter may well go through four or more career changes in her life-time, therefore it is vital to consider a broad range of skills and knowledge she will require for this journey.

It is important to read through ALL the subjects we offer at Key Stage 4 and discuss possible future post-16 pathways carefully. All our courses are fully accredited and lead to a broad range of post-16 qualifications.

Our recommendation is that students should take a broad and balanced curriculum. We would encourage you to look carefully at the EBacc suite of qualifications. The options your daughter takes should include those subjects she enjoys and the ones she is most likely to achieve highly in. The English Baccalaureate represents a broad academically focused range of subjects and this, in combination with subjects based in the arts or technology curriculum, will provide a well-rounded education for your daughter.

If you wish to discuss the English Baccalaureate and option choices further, feel free to speak to a member of the senior leadership team (Mr Rouse or Mr Waterfield).

It is very important to note that all GCSE examinations follow a linear route. This means that all GCSE examinations will be held at the end of Year 11 and not at intervals throughout Key Stage 4 as with previous modular courses. This will allow **no** opportunity for re-sits during Key Stage 4 for GCSE courses, however, some of the Level 1/2 courses may offer the opportunity to sit assessed units more than once.





During Years 10 to 11 all our students have one hour every week of PSHE and Citizenship. The course is divided into two sections.

1. Personal, Social and Health Education (PSHE).
2. Citizenship including Education and Guidance.

## 1. PSHE

The National Curriculum recognises that the foundation subjects are not a complete curriculum. Additional elements will be covered by work across the subjects and some will be included in the courses which schools run specifically for this purpose. Our own PSHE course is one such course.

## 2. THE NATIONAL CURRICULUM PRESENTS THESE ADDITIONAL STUDIES UNDER FOUR MAIN HEADINGS:

- i) Citizenship
- ii) Economic Well-Being
- iii) Personal Well-Being and Guidance
- iv) Work Related Learning

Our PSHE course is modular and is designed to help each student at St Anne's make the most of her ability and personal qualities as an individual and within society. In each module we actively work to enable students to develop as mature adults, capable of living healthy, successful and happy lives. The content of the subject is reviewed annually and amended to ensure the most up to date information and topics are included.

During Key Stage 4, our students will be covering a range of topics including:

- Women's history
- Black history month
- Anti-bullying
- Mental health and well-being
- Sex and Relationships
- British Values (including FGM and Prevent)
- Study Skills
- Work Experience

These areas will be taught using a variety of interactive methods which will encourage students to listen, share and reflect on what they have been taught.



Careers Education and Guidance is delivered through PSHE lessons and has already started in Year 8 to help you make good choices for yourself. Mrs Gough (Work Related Learning and Careers adviser) is available to help answer any questions you may have about careers information.

During the year PSHE lessons will include a focus on the personal qualities and relevant GCSE subjects that you should be considering for any potential career choice. Mrs Gough is also in school on Mondays to Thursdays interviewing Year 11 students; however she would be more than happy to answer general questions during lunchtime.

In Year 10 you will take part in work experience for 2 weeks. Work experience is a challenging but rewarding fortnight which gives you a taste of what it is like to be in the world of work. Year 10 is also an important time to be gathering information about yourself and possible future careers. Although your ideas may change several times, you will begin to realise the value of keeping your option choices as wide as possible in order to accommodate any changes.

In Year 11, every student has a career interview with Mrs Gough. During this year you will be making important decisions about your choice of study post -16 and here you will realise the value of having a tutor and subject staff who know you well and will guide you and encourage you in your research. You will have the opportunity to learn about the range of qualifications available and the type of Further Education and Higher Education routes that might be right for you. Always discuss any information and advice you receive with your parents/carers.

Information, advice and careers guidance will continue throughout the Sixth Form with guest speakers, a Higher Education event, visits to universities and PSHE sessions in support of preparation for job and university applications. Sixth Form students can also speak to Mrs Gough for advice on the differing courses available and many other aspects of life as a young person.

Resources and help are also available in the Careers and Student Support area in South Block to ensure that any decisions you are making about your education at 14, 16 and 18 are well informed ones. To further assist with this there is career related information on our school website on the Work Related Learning (WRL) page now under the Curriculum menu.

Here are some useful websites to help with career exploration and research, however there is more information on the school website:

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

[www.16personalities.com](http://www.16personalities.com)

[www.careersbox.co.uk](http://www.careersbox.co.uk)

<http://sacu-student.com>

[www.ucas.com](http://www.ucas.com)

[www.plotr.co.uk](http://www.plotr.co.uk)

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

<http://icould.com>

## WORK EXPERIENCE

WORK EXPERIENCE: 5<sup>th</sup> – 16th November 2018

HEAD OF DEPARTMENT: Mrs J Gough

**Work Experience. Do you understand what this is?** If not, this page will hopefully give you a better understanding.

Work experience can contribute to an individual's development by:

- Increasing motivation to study.
- Clarifying the relationship between the curriculum and the outside world.



We believe that the learning that takes place during this two week placement and the subsequent follow up work that is undertaken in school after the placement is invaluable to many pupils maturation not only as a person, but in terms of their general career thinking.

### WORKING WITH EBP SOUTH

As a school we work with a partner organisation EBP South, who help organise and manage Work Experience placements for our students.

EBP south has a database of employers who are prepared to offer their time and services to facilitate our work experience needs. Over the next few weeks students will have the opportunity to discuss with their form tutor, their friends and of course parents/carers, which type of occupational area they would like to enter for their work experience.

**At this stage we would like to emphasise that we talking about work experience and not a job trial.**

Students will be able to use the system wherever internet access is available, this means that students will be able to search and apply for placements at home as well as in school. Parents/carers will also be able to track the progress of the student's applications. Representatives from the EBP South will be in school on the 20<sup>th</sup> March 2018 as part of our curriculum enrichment to explain to students about their computer based database and booking process.

### OWN PLACEMENTS

It is possible for students or their parents/carers to arrange for an **“Own Placement”**. This **must be a 2 week placement** with a company or organisation that you have approached yourselves. Otherwise an extra charge to the parents/carers of £36 will be made from EBP South as they will have to do another health and safety check.

The form would need to be completed by the employer, and yourselves. EBP South would then contact the organisation to discuss the aims and objectives of work experience, to check on the working environment ensuring that it was safe and suitable for young people undertaking work experience. They also need to ensure that the organisation had the relevant employer's liability insurance.



- We will require **all** students to complete, either an own placement form, or complete the online application process during which they can give up to four work experience choices, along with information about which geographical area they can get to and transport details. Students and parents/carers **MUST** make sure that the students are able to get to the placements they apply for. You need to do this before you submit the application. Own placement forms can be collected from the KS3 office.

At first sight these four choices may seem far too many, but it must be remembered that with several local schools all trying for similar placements, not all students will get their first choices. **Flexibility in approach is essential.**

## **MAKE THE RIGHT CHOICES**

- Think about and start applying for work experience straight away, as it is a long process.
- Choose wisely, it may be difficult to change. There is also an admin charge of £35 for cancelled placements by EBP South, once the paperwork has been processed.
- Discuss work experience with as many people as possible for ideas and inspiration.

***Here are some websites that offer quizzes and information to assist with possible career choices. This in turn may help when thinking about work experience:***

- <https://nationalcareersservice.direct.gov.uk> (Good starting point to explore job ideas; click on Careers Advice and then Job Profiles to get started.)
- [www.plotr.co.uk](http://www.plotr.co.uk) (Includes a careers game that suggests careers that may be of interest also offering options when exploring different areas of work.)
- <https://www.prospects.ac.uk> (A web-site to help match skills and personalities to over 400 job profiles.)
- [www.16personalities.com/](http://www.16personalities.com/) (helps to explore your personality type, is completely free and gives an informative and detailed profile. Can also help when writing personal statements and CV's.)
- [www.uhs.nhs.uk/WorkingHere/Volunteering/Workexperience.aspx](http://www.uhs.nhs.uk/WorkingHere/Volunteering/Workexperience.aspx) (A direct link to the work experience area, Southampton General Hospital - only 1 week would be offered.)

**Parent/Carer signature on a consent form on the next page of this booklet will be required and indicates that you have read the form and approve of your daughter's work experience placement choices and to be returned to the KS3 officer by 13<sup>th</sup> March 2018.** Please only choose occupational areas that they are genuinely interested in and can get transport to and from. All applications should be made no later than **28<sup>th</sup> May 2018.**

**You cannot apply for online and own placements at the same time.**

Once an employer has accepted a student for a placement;

- If you do not accept the placement, a charge of £35 will be incurred to the Parents/Carers.
- If you wish to change placement, a charge of £35 will be incurred the Parents/Carers.



### Work Experience Reply Slip

I acknowledge receipt of your letter regarding Work Experience.

I understand that we are considering a work experience placement and not a job trial.

I understand that I need to discuss fully with my daughter her choice of placements and location.

I understand that an “**Own Placement**” must be for 2 weeks between 5<sup>th</sup> November - 16<sup>th</sup> November, otherwise an extra charge to the parents/carers of £36 will be made from EBP South as they will have to do another health and safety check.

I understand that a fee of £35.00 will be payable by me if I/we request a change of placement once one has already been arranged.

Signed .....

Parent/Carer Name .....

Date .....

Name of Student .....

Tutor Group .....



# **CORE SUBJECTS**

**Studied by all pupils**

## GCSE ENGLISH LANGUAGE and ENGLISH LITERATURE

<b>EXAM BOARD: AQA</b>		<b>HEAD OF DEPARTMENT:</b> Mrs M Watts
<b>WHY ENGLISH IS IMPORTANT?</b> As one of the core subjects, a qualification in English is critical to both further study and future employment. However, the skills of communication, whether used through the written or spoken word, are essential to us in every aspect of our lives.		
<b>CONTENT</b> Both GCSE English Language and GCSE English Literature must be taken in order to meet the requirements of the National Curriculum.		
<b>ASSESSMENT</b> <b>GCSE English Language</b>		
<b>Paper 1: Explorations in creative reading and writing</b>	<b>50%</b>	<b>Reading – one single text</b> 1 short form question; 2 longer form questions; 1 extended question.  <b>Writing:</b> 1 extended writing question (24 marks for content, 16 marks for accuracy).
<b>Reading:</b> one literature fiction text	25%	
<b>Writing:</b> descriptive or narrative writing	25%	
Written exam: 1 hour 45 minutes		
<b>Paper 2: Writers’ viewpoints and perspectives</b>	<b>50%</b>	<b>Reading – two linked texts</b> 1 short form question; 2 longer form questions; 1 extended question  <b>Writing</b> 1 extended writing question (24 marks for content, 16 marks for accuracy).
Section A: reading One non-fiction text and one literary non-fiction text	25%	
Section B: writing Writing to present a viewpoint	25%	
Written exam: 1 hour 45 minutes		
<b>Non-examination Assessment: Spoken Language</b>		<ul style="list-style-type: none"><li>• Teacher set throughout the course</li><li>• Marked by the teacher</li><li>• Separate endorsement</li></ul> (0% weighting of GCSE)
Presenting Responding to questions and feedback Use of standard English		
Reported separately		

## GCSE ENGLISH LANGUAGE and ENGLISH LITERATURE Cont.

### GCSE English Literature

<b>Paper 1: Shakespeare and the 19<sup>th</sup> century novel</b>	40%	<p><b>Shakespeare play</b> Pupils will answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>The 19<sup>th</sup> century novel</b> Pupils will answer one question on the novel they have studied. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>
A Shakespeare play		
A nineteenth century novel		
Written exam: 1 hour 45 minutes		

<b>Paper 2: Modern texts and poetry</b>	60%	<p><b>Section A: Modern texts</b> Pupils will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B: Poetry</b> Pupils will answer one comparative poem on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p><b>Section C: Unseen poetry</b> Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
One text, either modern prose or modern drama		
A cluster of fifteen poems		
Unseen poetry		
Written exam: 2 hours 15 minutes		

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

### PROGRESSION / CAREER PATHWAY

‘A’ level English Language and ‘A’ level English Literature are offered at St Anne’s Sixth Form College.



## GCSE MATHEMATICS

**EXAM BOARD:** EDEXCEL (1MA1)

**HEAD OF DEPARTMENT:** Miss K Eifler

### WHY IS MATHEMATICS IMPORTANT?

GCSE Mathematics covers a lot of basic skills that you will need to use in a variety of ways all through your life and because of this it is a compulsory subject for all students in Years 10 and 11. It also teaches you problem-solving skills and the ability to think logically.

You will use a lot of what you learn in GCSE mathematics in other GCSE subjects that you study, for example, in science, geography and design and technology.

### CONTENT

GCSE Mathematics covers a wide range of mathematical knowledge and skills, which are grouped into the following areas:

- Number
- Algebra
- Ratio, proportion, rates of change
- Geometry
- Statistics and probability

You will also learn to apply the functional elements of mathematics to solve problems in real-life situations, for example, in getting the best deal, tax and planning holidays.

### ASSESSMENT

We follow a linear course, which is examined at the end of Year 11. There are three examinations and two tiers of entry. (The applicable grades are shown under the foundation and higher headings).

		Foundation	Higher	Time
Paper 1	Non-calculator	5-1	9-4	1 hour 30 min
Paper 2	Calculator	5-1	9-4	1 hour 30 min
Paper 3	Calculator	5-1	9-4	1 hour 30 min

Up to 50% on foundation tier and 60% on higher tier of the GCSE will be problem solving style questions and there will be questions using real-life functional skills to help to prepare you for the mathematics you will need for work and in your everyday life.

### PROGRESSION / CAREER PATHWAYS

Most college and 6<sup>th</sup> form courses require GCSE mathematics as an entry requirement, as do many jobs and careers.

The following careers are some that would enable you to make a lot of use of your mathematics: economics, medicine, environmental studies, architecture, teaching, psychology, pharmacy, marketing, accountancy and engineering.

## GCSE RELIGIOUS STUDIES


<b>EXAM BOARD:</b> OCR	<b>HEAD OF DEPARTMENT:</b> Mr J Waterfield						
<p><b>WHY WE STUDY IT AT ST ANNE'S</b></p> <p>As a Catholic Christian school, we value the contribution of Religious Studies to a balanced curriculum which prepares students for the world in which they will live and work. The GCSE course provides students with the opportunity to develop core academic skills, such as analysis and evaluation. It enables them to identify and investigate the range of responses to the big questions of life and to consider the influence of Christian beliefs and values on the attitudes and lifestyles of individuals, on modern Britain and society in general. The subject teaches and develops higher order thinking skills. It clearly contributes to students' overall spiritual, moral and cultural education and links to the Personal, Social and Health Education provision.</p>							
<p><b>CONTENT</b></p> <p>In all units, students study the diversity of religious responses as well as developing and forming their own views on the issues. All units are made up of 50% knowledge and understanding and 50% analysis and evaluation skills.</p> <table border="1" data-bbox="124 808 1369 1384"> <tr> <td colspan="2" data-bbox="124 808 746 1115"> <p><b>Years 9 to 10</b></p> <table border="1"> <tr> <td data-bbox="124 846 746 1115"> <p><u>Christianity</u></p> <p>Who is God? Who is Jesus? What did Jesus do? Why is there evil in the world? What do Christians believe happens when we die? How do Christians worship, pray and express their faith?</p> </td><td data-bbox="746 846 1369 1115"> <p><u>Judaism</u></p> <p>Who is God? What is God's relationship with humans? What do Jews believe about the afterlife? How do Jews worship, pray and celebrate? What are important Jewish traditions and customs?</p> </td></tr> </table> </td></tr> <tr> <td colspan="2" data-bbox="124 1115 1369 1384"> <p><b>Year 11</b></p> <p><u>Philosophy and Ethics</u></p> <p>Relationships, family, equality, men and women. The existence of God, how God is experienced, what is real? War, peace, justice, reconciliation Religion in the modern world, relationships with other religions and secularism.</p> </td></tr> </table>		<p><b>Years 9 to 10</b></p> <table border="1"> <tr> <td data-bbox="124 846 746 1115"> <p><u>Christianity</u></p> <p>Who is God? Who is Jesus? What did Jesus do? Why is there evil in the world? What do Christians believe happens when we die? How do Christians worship, pray and express their faith?</p> </td><td data-bbox="746 846 1369 1115"> <p><u>Judaism</u></p> <p>Who is God? What is God's relationship with humans? What do Jews believe about the afterlife? How do Jews worship, pray and celebrate? What are important Jewish traditions and customs?</p> </td></tr> </table>		<p><u>Christianity</u></p> <p>Who is God? Who is Jesus? What did Jesus do? Why is there evil in the world? What do Christians believe happens when we die? How do Christians worship, pray and express their faith?</p>	<p><u>Judaism</u></p> <p>Who is God? What is God's relationship with humans? What do Jews believe about the afterlife? How do Jews worship, pray and celebrate? What are important Jewish traditions and customs?</p>	<p><b>Year 11</b></p> <p><u>Philosophy and Ethics</u></p> <p>Relationships, family, equality, men and women. The existence of God, how God is experienced, what is real? War, peace, justice, reconciliation Religion in the modern world, relationships with other religions and secularism.</p>	
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<p><b>ASSESSMENT</b></p> <p>Three examinations at the end of Year 11. There is no coursework in this subject.</p>							
<p><b>PROGRESSION/CAREER PATHWAYS</b></p> <p>Any study of the most pressing ethical issues facing the world today sets students up for a variety of A Levels and careers, although Religious Studies A Level is one of the most popular choices at St Anne's. We are all faced with moral dilemmas in our lives on a day to day basis. Students are given the chance to analyse how they make up their minds about what is right and wrong, what is good and bad. We all have to think deeply and regularly. We all have to work alongside people and understand what makes them tick.</p> <p>Religious Studies is a valued academic subject – employers and universities respect the skills it offers and it is useful for most careers – indeed it is <i>welcomed</i> by many professions – medicine, veterinary sciences, law, teaching, the media, criminology, psychology, the police and armed forces, social services, healthcare and so on. A journalist with <i>The Independent</i> newspaper says of her university RS classmates: 'Between us, there is a television researcher, a theatrical agent, a Walt Disney producer, an artist, a court reporter, a primary school teacher, a financial journalist, a literary agent, a night club singer and a spy.'</p>							




## GCSE SCIENCE

Your daughter has already begun to study for her GCSE Science qualifications. All pupils in Year 9 have followed a common science curriculum this year. From the start of Year 10, your daughter will either begin studying towards Combined Science (leading to two GCSEs in Science) or Separate Sciences (leading to three separate GCSEs in Biology, Chemistry and Physics). The decision on which pathway your daughter will follow will be made at the end of Year 9 and based on her progress and attainment in Science so far. We will continue to monitor progress and attainment throughout year 10 and 11 and make pathway changes as necessary ensuring that all pupils are ultimately entered for their most appropriate course. In practice, about 30 pupils will take separate sciences.

### COMBINED SCIENCE: TRILOGY (TWO GCSES)

<b>EXAMINATION BOARD:</b> AQA		<b>HEAD OF DEPARTMENT:</b> Mr C Brown	
<b>CONTENT</b> This is AQA's double science course developed with teachers to inspire and challenge students of all abilities and aspirations. The subject content and 16 required practicals provide excellent GCSE level grounding and opportunities for progression to A-levels in science or other subjects. The Combined Science course is divided as follows:			
<b>Biology</b> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology  Science		<b>Chemistry</b> 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	
		<b>Physics</b> 18. Forces 19. Energy 20. Waves 21. Electricity 22. Magnetism and electromagnetism 23. Particle model of matter 24. Atomic structure	
<b>ASSESSMENT</b> Assessment is at the end of year 11 in the form of 6 written exams, 2 for each science. Each exam is 1 hour 15 minutes, tiered for Foundation and Higher levels, worth 70 marks and 16.7% of the gcse grade (as a double award, both gcse's will gain the same grade). Question types will include multiple choice, structured, closed short answer, and open response.			

## BIOLOGY, CHEMISTRY & PHYSICS: SEPARATE SCIENCES (THREE GCSES)

<b>EXAMINATION BOARD:</b> AQA		<b>HEAD OF DEPARTMENT:</b> Mr C Brown
<b>CONTENT</b> <p>The triple science GCSEs are developed to engage and challenge more able science students to reach their scientific potential. The Biology, Chemistry and Physics specifications each include required practical work alongside a demanding breadth and depth of content.</p> <p>GCSE Biology, Chemistry and Physics specifications are described with mostly the same topic titles as combined science but each is developed in greater detail.</p>		
<b>Biology</b> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 	<b>Chemistry</b> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	<b>Physics</b> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics
<b>ASSESSMENT</b> <p>Assessment is at the end of year 11 in the form of 6 written exams, 2 for each science. Each exam lasts for 1 hour 45 minutes, is tiered for Foundation and Higher levels, is worth 100 marks and 50% of a gcse grade (making up the three gcse's altogether). Question types will include multiple choice, structured, closed short answer, and open response.</p>		

**FAQ: Does *not* taking separate sciences inhibit future choices at A-level?** Not taking the separate sciences does **not** limit the chances of taking A-levels in the sciences. Our sixth form, like others in the area, welcomes any student achieving a good grade in the Combined Sciences. In fact, two grade 6s are preferable to three grade 5s. It is the quality of the results rather than the quantity of GCSE qualifications which is the best indicator of success at A-level. More information on the courses can be found at [www.aqa.org.uk/subjects/science/gcse](http://www.aqa.org.uk/subjects/science/gcse).

## PHYSICAL EDUCATION

**EXAMINATION BOARD:** N/A

**HEAD OF DEPARTMENT:** Mrs C Kutty

Physical Education is a compulsory subject for all Year 10 and 11 pupils. Everyone follows a fitness course in both years which includes planning a personal fitness programme using multi-gym equipment.

The National Curriculum requires each pupil in Key Stage 4 to study two areas of those taught at Key Stage 3. One of which must be a games activity, and one not a game. In addition to this students will be able to opt for further activities.

In Year 10 all pupils will complete a course in fitness, dance mats, netball and trampolining. They can also partake in a block of each of the summer options. Year 10 students also have one extra hour of physical education a fortnight. This is a workout session, focussing on health and fitness.

In Year 11 students choose two winter options to complete alongside the fitness and dance mat block. In the summer term they will participate in a block of rounders.

### **Years 10 and 11 – Areas of study may include:**

#### **Winter**

Badminton  
Basketball  
Dance  
Table Tennis  
Trampolining  
Volleyball  
Dance Mats  
Rowing  
Netball

#### **Summer**

Athletics  
Rounders  
Stoolball  
Tennis

An example of a Key Stage 4 student's experience is:

**Year 10:** Fitness, Netball, Dance mats, Trampolining, Tennis and Rounders

**Year 11:** Fitness, Dance Mats, Netball, Badminton and Rounders

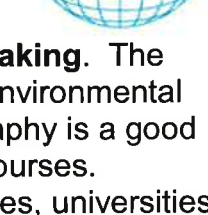




# **SUBJECT CHOICES**

**Students choose 3 GCSE  
subjects  
from the following pages**

# GCSE GEOGRAPHY

<b>EXAMINATION BOARD:</b> OCR Geography B	<b>HEAD OF DEPARTMENT:</b> Mrs C Monk
<p><b>WHY CHOOSE GEOGRAPHY?</b></p> <p>Geography is the <b>most popular option subject nationally</b> because it provides a wide range of transferable skills such as <b>critical thinking, data manipulation and interpretation and cartographic understanding as well as debating and decision making</b>. The subject is relevant to everyday life, for example, current affairs and environmental issues; it gives you an understanding of the world you live in. Geography is a good link between the arts and sciences and complements all university courses. <b>Geography is an “EBacc” subject</b> that is highly regarded by colleges, universities and employers.</p>	
<p><b>CONTENT</b></p> <p><b>Unit 1 – Our Natural World</b> – you will gain an appreciation of the natural world around you including tectonic and weather hazards, climate change, the UK’s distinctive landscapes and global ecosystems which support life on earth.</p> <p><b>Unit 2 – People and Society</b> – you will learn why more than half of the world’s population live in urban areas, about the dynamic nature of development, what the UK is like in the 21<sup>st</sup> century and the influence it has, and about the reliance of humans on key resources for survival and economic gain.</p> <p><b>Unit 3 – Geographical Exploration</b> – the links connections and ideas in the two units above will be brought together through the application of knowledge, understanding and skills. You will develop arguments and decision making skills to enable you to become a critical thinker.</p>	
<p><b>ASSESSMENT</b></p> <p>The examination is linear so all units will be examined at the end of Year 11.</p> <p><b>Unit 1: Our Natural World:</b> 35% of the whole GCSE. Written exam of structured questions – 1 hour 15 minutes.</p> <p><b>Unit 2: People and Society:</b> 35% of the whole GCSE. Written exam of structured questions – 1 hour 15 minutes.</p> <p><b>Unit 3: Geographical Exploration:</b> 30% of the whole GCSE. A decision making exercise based on resources provided in the exam.</p>	
<p><b>ADDITIONAL INFORMATION</b></p> <p>All students will be expected to complete local fieldwork based on both human and physical topics.</p> <p>There is also an opportunity for field work further afield which may include a trip abroad to Iceland and to The Jurassic Coast.</p>	
<p><b>PROGRESSION / CAREER PATHWAYS</b></p> <p>Geography is useful in its own right as well as supporting a wide variety of careers: landscape architecture, town planning, civil engineering, environmental careers, marketing, banking, law and accountancy. There is a wide range of geography based degree courses on offer allowing students to specialise within the subject. Compared to other subjects, Geography graduates are amongst the most employable as they possess many of the skills an employer is looking for.</p>	



## GCSE HISTORY

<b>EXAMINATION BOARD:</b> Pearson/Edexcel	<b>HEAD OF DEPARTMENT:</b> Dr E Waller
<p><b>WHY CHOOSE HISTORY?</b></p> <p>No subject prepares students for the <b>world or work</b> better than History. It is <b>highly regarded by colleges, universities and employers</b> that develops many useful skills as well as being a subject that is in itself interesting. This is recognised in the inclusion of History in the 'EBacc'</p> <p>To understand the modern world, it helps to see how it was created. This is a key outcome of studying history, history through the eyes of the people who experienced it. You will enjoy <b>debating</b> to understand why there are sometimes different points of view on the same subject, to find out about <b>how people's lives have changed</b> and how people in the past may have thought differently from us.</p> <p>You will <b>become more much critical of what you read and hear</b> through all media and it will develop your abilities to reason and <b>argue your point of view</b> with supporting information. We maintain as far as possible an engaging and creative method of learning and teaching.</p>	
<p><b>CONTENT</b></p> <p><b>Medicine in Britain c1250 to present.</b> You will examine developments in <b>medicine</b> and treatment and their impact throughout society; the nature and significance of changes, the extent of <b>change and continuity</b> and <b>factors affecting these issues</b>: the role of individuals, war, government, attitudes and beliefs in society, chance, science and technology.</p> <p><b>The Trench Warfare of 1914 to 1918</b> An understanding is developed of the trench warfare and the <b>Western Front</b> and the challenges it set for healthcare. How those challenges were met and the significance it had for the development of <b>surgery</b> are all covered in the unit.</p> <p><b>Life in Germany c1919–c1939</b> This enquiry examines the reasons for and the impact of the development of the Nazis in Germany. It examines <b>conditions in Germany after WW1</b> and the reasons why <b>many German people supported National Socialism (the Nazis)</b>. It explores the setting up and nature of Nazi government. The emphasis is on the impact on and the reactions of differing groups of people <b>living in the Nazi Germany</b>.</p> <p><b>Superpower Relations and the Cold War.</b> The other key 'event' from last century that continues to impact on modern relationships between many countries is the <b>Cold War</b>. From co-operation to beat the Nazis in WW2 to nearly destroying the planet in nuclear war at the <b>Cuban Missile Crisis</b>, to the collapse of the <b>Soviet Union</b> it is a story more mysterious than any spy novel or action thriller movie could dare to show.</p> <p><b>Lionheart and Lackland.</b> The rule of brothers <b>Richard I and John</b> (1189-1216) saw key changes in the role of the monarch, beginning a process that led to modern representative democracy. The age of <b>Robin Hood</b> and the myths that surround him are central to understanding the period and evaluation of <b>English Society</b> of the later 12<sup>th</sup> and early 13<sup>th</sup> centuries.</p>	
<p><b>ASSESSMENT</b></p> <p><b>Along with all subjects, GCSE History is now assessed only at the end of Year 11.</b></p> <p>In Year 10 we study Richard and John followed by the development study Medicine and the Western Front. In Year 11 the focus is on the Germany topic and the Cold War. At the end of Year 11 you will sit three exams – Medicine and the Western Front, The Kings and Cold War, and then Germany. <b>You will be well prepared for the exams by people who are or work very closely with examiners. Last summer nearly half our students achieved the highest grades.</b></p>	
<p><b>PROGRESSION / CAREER PATHWAYS</b></p> <p>Students who have done well in history often study higher qualifications in subjects such as politics, law, economics, psychology and sociology, which are not available at Key Stage 4. Many people working in journalism, law and accountancy have studied history because of the skills that can be developed in reasoning and arguing your point. There are also many employment areas more directly related to history, such as travel and tourism, museums, the media industry, libraries, government research, academic research and, of course, history teaching!</p>	



# MODERN FOREIGN LANGUAGE

## GCSE FRENCH and/or SPANISH

**EXAMINATION BOARD:** AQA

**HEAD OF DEPARTMENT:** Ms E Wright

### WHY CHOOSE A MODERN FOREIGN LANGUAGE?



**The French and Spanish GCSE course is a practical course which builds on learning from KS3.** Pupils are in no way expected to be able to speak or write without support at the start of the course. **The course covers real life issues and situations.** Pupils will learn about the language and the culture of France/Spain and the many other countries that speak those languages. Pupils learn about festivals such as the Tomatina in Spain and the work of charities

such as Médecins Sans Frontières in French speaking countries and across the globe. The GCSE course supports learning in other subjects with cross-curricular content which blends well with science, RE, geography, PSHE and preparation for life beyond school.

Despite the widely held belief that “everyone speaks English” 70% of the world’s population does not! It is always useful to be able to communicate in a second (or third) language and this is a skill that is **highly valued by employers and universities**. Studying a foreign language teaches you a **wide variety of skills** including clear communication; attention to detail; reasoning and deducing meaning from context; problem solving and **team work** - all of which are skills highly valued by employers and further and higher education institutions. It can also give you an **advantage in the jobs market** – the numbers of people studying a language are in decline, yet the demand for people who speak a language is constantly increasing in our globalised world.



### CONTENT

Language study builds upon and broadens the communication skills acquired in Key Stage 3.

Pupils have already started to learn to translate and deal with unfamiliar vocabulary. Pupils will be expected to learn their vocabulary and grammar rules carefully.

Pupils study the following themes. These themes apply to all four question papers. The themes have been chosen for their relevance to learners and to generate interest and motivation.

Theme 1: identity and culture	Theme 2: local, national, international and global areas of interest	Theme 3: current and future study and employment
<ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Technology in everyday life</li> <li>• Free-time activities</li> <li>• Customs and festivals in the target language – speaking countries/ communities</li> </ul>	<ul style="list-style-type: none"> <li>• Home, town, neighbourhood and region</li> <li>• Social issues</li> <li>• Global issues</li> <li>• Travel and tourism</li> </ul>	<ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school/ college</li> <li>• Education post-16</li> <li>• Career choices and ambitions</li> </ul>

### ASSESSMENT

There are no longer any controlled assessments. All examinations will take place in Year 11.


The four assessment objectives (Reading, Writing, Speaking and Listening) have equal weighting.

Pupils will be tested on translation from and into the target language in the Reading and Writing exams. There will be some questions in the target language in the Listening and Reading assessments.

### PROGRESSION / CAREER PATHWAYS

A language goes with any subject to make a good combination of subjects at A level. Science or English and a foreign language make an excellent combination. It is possible to combine the study of a language with a wide variety of subjects at degree level and benefit from a sandwich year where you can study or work in the country of your studied language. A qualification in a language is extremely useful in careers such as international business and law, engineering, sales and marketing, teaching, accountancy, Police and the emergency services, civil service, travel (cabin crew and tour operators) as well as language based careers such as interpreting and translation. The ability to communicate effectively in a foreign language will enhance the prospects of studying or working abroad.

## GCSE ART AND DESIGN

<b>EXAMINATION BOARD:</b> AQA	<b>HEAD OF DEPARTMENT:</b> Mr A Brady			
<b>WHY CHOOSE ART?</b>				
<p>Art and Design is one subject which encompasses many creative disciplines. It gives you the opportunity to explore through different media and new technology your ideas and interests, extending knowledge of yourself and the world around you.</p> <p>The creative, imaginative presentation and problem solving skills which the course provides can lead you to become an independent and confident person, all qualities which are useful in a wide range of occupations.</p>				
<b>CONTENT</b>				
<p>All pupils follow a general course with a strong emphasis on practical work from direct observation drawing to digital media using personal experience as a basis for developing creative and manipulative skills. The course covers a range of media techniques, including painting, photography, ceramics, printmaking, animation and drawing. Historical and critical studies form part of the course and will involve some written work and research.</p>				
<b>ASSESSMENT</b>				
<p>Assessment is based on the submission of one unit of coursework made up of two small projects from each student plus one unaided unit of work produced under exam conditions.</p> <p>Assessment is continual throughout the course. Assessment for the PPE examination takes place in November of Year 11.</p> <p>Assessment for final examination:</p> <table><tr><td>Coursework and controlled test (examination) during April of Year 11</td></tr><tr><td>Coursework: 60% of total marks</td></tr><tr><td>Controlled Test 40% of total marks</td></tr></table>		Coursework and controlled test (examination) during April of Year 11	Coursework: 60% of total marks	Controlled Test 40% of total marks
Coursework and controlled test (examination) during April of Year 11				
Coursework: 60% of total marks				
Controlled Test 40% of total marks				
<b>SPECIAL REQUIREMENTS</b>				
<p>Interest and enthusiasm for the subject, some drawing ability; the ability to sustain interest in a project over a period of weeks; an open-minded attitude and interest in developing a wide range of skills through experimentation with different media. Visits to art galleries, exhibitions either locally in Southampton or in London would greatly help understanding of the subject.</p>				
<b>BACKGROUND READING</b>				
<p>Any background reading on artists would be valuable including The History of Art by E. H. Gromich.</p>				
<b>PROGRESSION / CAREER PATHWAYS</b>				
<p>Art and design is useful in a wide range of occupations such as graphic design, architecture, fashion, photography, animation, illustration, curation, jewellery, interior design and work in galleries; it will also be useful for media careers, architecture, floristry, landscape design, special effects work and work in hairdressing, beauty and many other careers. There is a wide range of courses at college and university from A level and diploma courses to degree level.</p>				



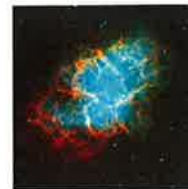
## GCSE ASTRONOMY

**EXAMINATION BOARD:** Edexcel

**HEAD OF DEPARTMENT:** Mr C Brown

### WHY CHOOSE ASTRONOMY?

Taking Astronomy will provide an opportunity to reflect on some of the oldest questions considered by mankind. You would also be studying one of the most fascinating and fastest growing areas of modern science. Astronomers develop a vast range of transferable skills including logical thinking, creative problem solving, numeracy and ICT.



**CONTENT:** Astronomy has fascinated humans for centuries. Ancient civilisations studied the night skies, many books and films explore both the science fact and fiction about the space beyond our reach and new discoveries about our universe are always in the news. Continual advances in astronomy, especially in the area of space exploration and the associated development of cutting-edge technology, make this a relevant and valuable subject to study today.



This newly reformed astronomy GCSE supports students' learning of GCSE science as well as giving them the opportunity to gain an introduction in to the fascinating worlds of astronomy and astrophysics. A GCSE in astronomy also compliments GCSE and A-level physics. It builds on the knowledge gained during Key Stage 3. The combination of course content and teaching methods develop many transferable skills including communication, organisation and

presentation, in addition to the development of scientific investigation skills such as design, observation, analysis and evaluation.

The course is composed of two main topics; Naked eye Astronomy and Telescopic Astronomy. Each of these topics contains 8 sub-topics as listed below:

**Naked Eye:** 1) Planet Earth, 2) The lunar disc, 3) The Earth-Moon-Sun system, 4) Time and Earth-Moon-Sun cycles, 5) Solar System observation, 6) Celestial Observation, 7) Early models of the Solar System and 8) Planetary motion and gravity.

**Telescopic:** 9) Exploring the Moon, 10) Solar astronomy, 11) Exploring the Solar System, 12) Formation of planetary systems, 13) Exploring starlight, 14) Stellar evolution, 15) Our place in the Galaxy and 16) Cosmology.

**ASSESSMENT:** The course is assessed in two written examinations taken at the end of the two-year course.

Paper 1 examines Naked Eye Astronomy (subtopics 1-8). It is non-tiered, makes up 50% of the qualification and is 1 hour 45 minutes in duration.

Paper 2 examines Telescopic Astronomy (subtopics 9-16). It is non-tiered, makes up 50% of the qualification and is 1 hour 45 minutes in duration.

Pupils are also required to undertake a minimum of two observation projects; one unaided (naked eye) and one aided, using an instrument such as a sundial, camera, binoculars or telescope (there is no expectation that students buy their own equipment). These observation projects require pupils to design and carry out an observing programme before analysing and evaluating the results. This work does not directly contribute to their grade however it is compulsory for the completion of the GCSE qualification.

**BACKGROUND READING:** There are numerous websites devoted to astronomy. The NASA and ESA websites provide material to suit all abilities and links to other sites. St Anne's is a registered user of the Bradford Schools' telescope and students may also make computer controlled observations through the National Schools Observatory. Television programmes such as Brian Cox's Wonders of the Solar System and Universe, and Stargazing live also provide interesting and accessible insight in to many of the topics studied within the course.

**PROGRESSION / CAREER PATHWAY:** This is a good subject to add to your qualifications if you are interested in Astronomy and Astrophysics or if you are keen to go on to further study of any area of a STEM subject e.g. medicine, engineering, maths, technology or computer science. Post-GCSE it is possible to extend your interest by taking an A Level course in physics leading to a wide range of degree options at university.

## GCSE BUSINESS

<b>EXAMINATION BOARD: AQA</b>	<b>HEAD OF DEPARTMENT: Mr A Fakhoury</b>
<p><b>WHY CHOOSE BUSINESS?</b></p> <p>Students will learn and apply their knowledge and understanding to different business environments ranging from small enterprises to large multinationals and businesses operating in local, national and global settings. Students will develop an understanding of how these contexts impact on business behaviour.</p> <p>Students will apply their knowledge and understanding to business decision making including:</p> <ul style="list-style-type: none"> <li>• The interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making.</li> <li>• How different business contexts affect business decisions.</li> <li>• The use and limitation of quantitative and qualitative data in making business decisions.</li> </ul> <p>Students are required to draw on the knowledge and understanding learned to:</p> <ul style="list-style-type: none"> <li>• Use business keywords to identify and explain business activity</li> <li>• Apply business concepts to familiar and unfamiliar situations</li> <li>• Develop problem solving and decision making skills relevant to business</li> <li>• Investigate, analyse and evaluate business opportunities and issues</li> <li>• Make justified decisions using both qualitative and quantitative data including its selection,</li> <li>• Interpretation, analysis and evaluation, and the application of appropriate quantitative skills.</li> </ul> <p>Key learning behaviours and skills:</p> <ul style="list-style-type: none"> <li>• Awareness of local real life business surroundings</li> <li>• Reading, listening to and watching local, national and international business news and current affairs</li> <li>• Knowledge of new technology for business</li> <li>• Actively practicing numeracy skills using taught methods for financial calculations and analysis.</li> </ul>	
<p><b>CONTENT</b></p> <p><u>Business in the real world</u> – The purpose of businesses, business ownership, aims and objectives, stakeholders, location, planning, and expanding a business.</p> <p><u>Influences on business</u> – Technology, ethical and environmental considerations, economic climate, globalisation, legislation and the competitive environment.</p> <p><u>Business operations</u>: Production processes, the role of procurement, the concept of quality and good customer service.</p> <p><u>Human resources</u>: Organisational structures, recruitment and selection of employees, motivating employees and training.</p> <p><u>Marketing</u>: Understanding customers, segmentation, market research, and the marketing mix.</p> <p><u>Finance</u>: Sources of finance, cash flow, financial terms and calculations.</p>	
<p><b>ASSESSMENT</b></p> <p><b>Paper 1 – Written Examination 50%, this will be marked externally.</b>  <i>Business in the real world, Influences on business, Business operations and Human resources.</i></p> <p><b>Paper 2 – Written Examination 50%, this will be marked externally.</b>  <i>Business in the real world, Influences on business, Marketing and Finance.</i></p>	
<p><b>PROGRESSION/CAREER PATHWAYS</b></p> <p>Studying business is useful for any career path but for those pupils wishing to continue their studies to A Level Business or Economics, then this will provide a good foundation for these courses. For pupils wishing to continue studying this subject at University, there are many related courses including, finance, marketing and retail amongst others.</p>	



# GCSE COMPUTER SCIENCE

**EXAMINATION BOARD:** AQA

**HEAD OF DEPARTMENT:** Mr A Fakhoury

## WHY CHOOSE COMPUTER SCIENCE?

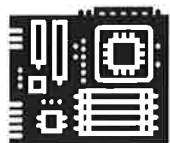
Problems in science, engineering, health care and many more can be solved by computers. It is up to computer scientist to figure out how, and design the software to apply to the solution. There is a demand for computer scientists and the computational thinking skills needed to advance technology, entertainment and modern living. Computer science provides an opportunity to develop transferable skills and complement subjects such as maths and physics. It is advised that if you are considering computer science that you have a good understanding of numeracy as there are several areas that demand mathematical logical thinking and problem solving without a calculator. This subject also builds resilience and the ability to abstract, decompose and generalise a variety of real life problems.

## CONTENT

### Unit 1

#### Computer systems

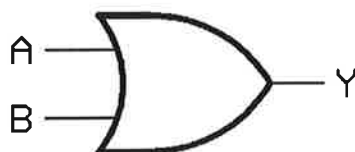
- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns



### Unit 2

#### Computational thinking, algorithms and programming

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation



### Unit 3

#### Programming project

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions



**Exposure to:**  
Python, VB.Net,  
C#, PHP, Java,  
Pascal/Delphi,

## ASSESSMENT

### Unit 1

#### Computer systems

1 hour 30 minutes

Written paper

50% of total GCSE



### Unit 2

#### Computational thinking, algorithms and programming

1 hour 30 minutes

Written paper

50% of total GCSE



### Unit 3

#### Programming project

20 hours

Non-Exam Assessment (NEA)


0% of total GCSE



## PROGRESSION / CAREER PATHWAYS




You can progress to higher level qualifications in sixth form, college and university. All employers require a high level of competence in computer applications so this is a course that will enhance most career routes. This course will provide excellent progression to A level Computer Science, vocational courses and on to degree level courses in the areas of Computing, Engineering and Science.

## GCSE DANCE

<b>EXAMINATION BOARD:</b> AQA	<b>HEAD OF DEPARTMENT:</b> Mrs C Kutty				
<p><b>WHY CHOOSE DANCE?</b></p> <p>GCSE DANCE is a powerful and inspiring qualification that gives pupils the opportunity to develop their creativity and their physical, emotional and intellectual capacity, whatever their previous experience in the subject. Pupils will also gain a good understanding of dance in a cultural and historical context and the importance of a healthy lifestyle. Pupils will also develop their self confidence and the ability to work as part of a team.</p>					
<p><b>CONTENT</b></p> <p>The practical element worth 60% and is split into 2 parts: performance and choreography both worth 30% each.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Solo (12 marks) pupils are taught 2 set phrases that they must replicate with no set accompaniment.</li> <li>• Duet/Trio (24 marks) pupils develop another 2 set phrases using actions, space and dynamics.</li> </ul> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>• 1 task in which you can work as a solo or in a group (40 marks)</li> <li>• Solo choreography- 2 to 2 ½ minutes or group choreography (2-5 dancers) 3 to 3 ½ minutes.</li> <li>• There will be a list of tasks that pupils can choose from provided by the exam board based on a stimulus e.g. poem, prop, image, natural element or a historical event.</li> </ul> <p>The theory element is Dance Appreciation and is worth 40%</p> <ul style="list-style-type: none"> <li>• 1 written paper 1 hour 30 minutes (80 marks)</li> <li>• Based on pupils' knowledge and understanding of choreographic processes and performing skills, critical appreciation of their own work and the professional 6 set works in the GCSE Anthology. These set works will be from a range of styles including urban, contemporary, inclusive dance, dance for camera/film, ballet and dance influenced by other cultures.</li> </ul> </div> <div style="flex: 0.5; text-align: center;">  </div> </div>					
<p><b>ASSESSMENT – Single Award</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Theory examination written paper (1 hour 30 minutes)</td><td style="width: 30%; text-align: right;">40%</td></tr> <tr> <td>Practical assessment- performance and choreography</td><td style="text-align: right;">60%</td></tr> </table>		Theory examination written paper (1 hour 30 minutes)	40%	Practical assessment- performance and choreography	60%
Theory examination written paper (1 hour 30 minutes)	40%				
Practical assessment- performance and choreography	60%				
<p><b>PROGRESSION / CAREER PATHWAYS</b></p> <p>Dance can lead to wide range of career opportunities and gives pupils a fantastic foundation in many transferable skills such as team work, problem solving, time management, motivation of others, communication and expression. The specification also been developed to provide pupils with knowledge of the subject and the specialist skills necessary to continue their professional education in Dance and there is an opportunity for further study at AS and A2 level. Dance will help to prepare pupils for a wide range of career areas including teaching, performing and the health industry.</p>					

## GCSE DESIGN AND TECHNOLOGY

### PRODUCT DESIGN: RESISTANT MATERIALS


<b>EXAMINATION BOARD:</b> AQA	<b>HEAD OF DEPARTMENT:</b> Mr A Brady
<b>WHY CHOOSE DESIGN AND TECHNOLOGY:</b>	
<b>PRODUCT DESIGN</b>	
<p>Design and technology is part of everyday life and is constantly evolving. This qualification focuses on developing practical skills within a particular material area, allowing students to manufacture high quality outcomes. You will learn about commercial processes and careers in related industries, as well as developing core transferable skills, such as collaboration and communication. By the end of the course you will be able to:-</p> <ul style="list-style-type: none"><li>• follow a design and make procedure which is used by industry.</li><li>• further expand vital life skills of problem solving which promotes reflective thinking and critical analysis</li><li>• understand, in depth, ways of communicating ideas</li><li>• become technologically aware</li><li>• make value judgements about design and a wide range of different products</li></ul>	
<b>CONTENT</b>	
<p>The course will allow you to develop flair, creativity and innovative design ideas as well as guiding you to recognise needs in real-life situations. You will be problem-solving, producing a variety of design solutions and using a range of materials, although you can focus on one if you wish.</p> <p>Coursework is submitted in the form of an e-portfolio. You will be critically evaluating your own ideas, as well as those of others. The course will give you a variety of opportunities to demonstrate modelling and making skills. You will also continue to develop your understanding and knowledge of your chosen materials, including accurately marking out and shaping materials, using correct tools and methods of joining materials. The use of CAD/CAM will also be vital at this time.</p> <p>Designers' influences, strategies, material management, will be an important part of the course. There will be a range of products to be investigated and explored as well as ethical, social and environmental concerns of those product and materials.</p> <p>Communication of your ideas will be through a variety of media including written work, graphics and the use of computer skills including word processing (WP), Desk Top Publishing (DTP), Data Display, Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). Students tend to thoroughly enjoy the Non Exam Based Assessment (NEA) and produce fantastic quality products alongside their design work.</p>	
<b>ASSESSMENT</b>	
<p><b>Students will be tested on a mixture of short answers and extended response questions in relation to designing and making principles</b></p> <p><b>External Assessment -50% GCSE Written Exam (2hrs) - 100Marks</b></p> <p>Section A- Core technical principals</p> <p>Section B- Specialist Technical Principals</p> <p>Section C- Designing and Making Principals</p> <p><b>Non Exam Assessment- 50% Coursework - 100 Marks</b></p> <p>Design and Make Task</p>	
<b>PROGRESSION / CAREER PATHWAYS</b>	
<p>There are a wide range of possible career links in many areas, such as advertising, architecture, boat design, cake design, nutrition expert and food packaging design. electrical computer and other types of engineering, fashion editing, fashion photography, graphic design, illustrations and cartoon design display and exhibitions, theatre, interior design, landscaping, printing; mechanical or civil engineering design, product or furniture design, marine design, environmental Health officer, property development/maintenance.</p> <p>This course can be studied at A level in Years 12 and 13 and developed further at degree level.</p>	







## GCSE DRAMA

<b>EXAMINATION BOARD:</b> AQA	<b>HEAD OF DEPARTMENT:</b> Mr I Rothery
<p><b>WHY CHOOSE GCSE DRAMA?</b></p> <p>Drama teaches and develops valuable skills such as self confidence, problem solving, communication and teamwork. These are just some of the skills that future employers, in many careers, will seek. It is an enjoyable and challenging subject which will develop practical skills and creativity.</p> <p><b>CONTENT</b></p> <p>Completed over two years, drama is taught through practical and written work, focusing on the following three components:</p> <ol style="list-style-type: none"> <li>1. Understanding drama</li> <li>2. Devising drama</li> <li>3. Texts in practice</li> </ol> 	
<p><b>ASSESSMENT</b></p> <p><b><u>Component 1: Understanding drama</u></b></p> <p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of one set play</li> <li>• Analysis and evaluation of a live performance</li> </ul> <p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour and 45 minutes</li> <li>• 80 marks (40% of GCSE)</li> </ul> <p><b><u>Component 2: Devising drama</u></b></p> <p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama</li> <li>• Analysis and evaluation of own work (Written Devising Log)</li> </ul> <p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Devising log (60 marks)</li> <li>• Devised performance (20 marks)</li> <li>• 80 marks in total (40% of GCSE)</li> <li>• Assessed internally and moderated externally</li> </ul> <p><b><u>Component 3: Texts in practice</u></b></p> <p><b>What is assessed?</b></p> <ul style="list-style-type: none"> <li>• Performance of two extracts from one play. The text must contrast with the set play chosen for Component 1</li> </ul> <p><b>How is it assessed?</b></p> <ul style="list-style-type: none"> <li>• Performance of Extract 1 (25 marks) and Extract 2 (25 marks)</li> <li>• 50 marks in total, 20% of GCSE</li> <li>• Assessed by an external examiner</li> </ul>	
<p><b>PROGRESSION / CAREER PATHWAYS</b></p> <p>This course provides an excellent foundation for students who wish to study this subject at a higher level. There is a wide range of options available both at 6<sup>th</sup> form college level and at university. Drama builds personal confidence and gives many skills that employer's value.</p>	

## GCSE FOOD PREPARATION AND NUTRITION

<b>EXAMINATION BOARD:</b> AQA	<b>HEAD OF DEPARTMENT:</b> Mr A Brady
<p><b>WHY CHOOSE FOOD PREPARATION AND NUTRITION?</b></p> <p>This new Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on <b>practical cooking skills</b> to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.</p>	
<p><b>CONTENT</b></p> <p>The majority of the specification will be delivered through preparation and making activities. Students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. Food preparation skills are integrated into five core topics:</p> <ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food science</li> <li>• Food safety</li> <li>• Food choice</li> <li>• Food provenance.</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Paper 1 - Written exam 1 hr 45 minutes - worth 50% of GCSE.</b> Theoretical knowledge of specification subject content. 100 marks in total; Section A 20 marks, Section B 80 marks.</p> <ul style="list-style-type: none"> <li>• Section A: Multiple choice questions structured to reflect the sections of the specification.</li> <li>• Section B: contains five questions varying in styles of approach and content.</li> </ul> <p><b>Non-exam assessment</b>  <b>Food investigation (15% - 10 hours)</b> – a report of 1,500 – 2,000 words on the student's understanding of the scientific principles that underpin the preparation and cooking of food.  <b>Food preparation assessment (35% - 20 hours including 3 hour practical exam)</b> – plan, prepare, cook and present a three course menu within 3 hours. Produce a portfolio that demonstrates their application of technical skills and practical outcomes.</p>	
<p><b>SPECIAL REQUIREMENTS</b></p> <p>Pupils will build upon prior learning from Key Stage 3 food lessons. They will enhance their knowledge and understanding of what constitutes a healthy balanced diet and good nutrition. This includes the 'eatwell plate', energy balance and the role of the nutrients in a balanced diet. They should already have a range of different practical skills to make a repertoire of predominantly savoury products which meet current guidelines for healthy eating. Pupils will be required to provide their own ingredients and containers for food and be prepared to cook once a week. Ingredients will need to be pre-weighed at home.</p>	
<p><b>PROGRESSION / CAREER PATHWAYS</b></p> <p>Upon completion of this course, students will be qualified to go on to further study which can lead to various careers in the food industry such as food technologist or new product development. The wide range of practical knowledge they will gain will enable them to embark on an apprenticeship or full time career in the catering industry.</p>	



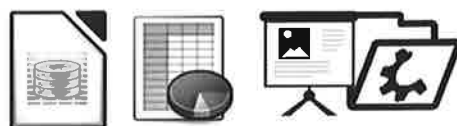
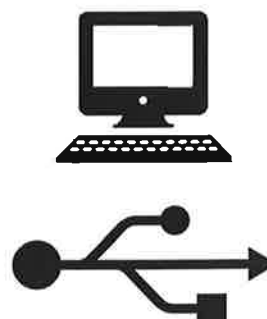
## LEVEL 1/ 2 TECHNICAL AWARD HEALTH AND SOCIAL CARE

<b>EXAMINATION BOARD:</b> OCR	<b>HEAD OF DEPARTMENT:</b> Mrs E Iles
<b>WHY CHOOSE HEALTH AND SOCIAL CARE?</b> <p>This course is well suited to students considering a career in Health, Social Care or Early Years Services. The course develops skills within a vocational context.</p>	
<b>CONTENT</b> <p>Unit 1: Exam (25%) – Essential values of care for use with individuals in care settings.</p> <p>Unit 2: Controlled assessment (25%) – Communicating and working with individuals in health, social care and early year settings.</p> <p>Unit 3: Controlled assessment (25%) – Understanding body systems and disorders- how the human body works and what can go wrong.</p> <p>Unit 4: Controlled assessment (25%) – Planning for employment in health, social care or early years settings.</p>	
<b>SPECIAL REQUIREMENTS</b> <p>It is essential that all course deadlines are met – controlled assessment is a large part of the course and students need to undertake research and write this up in class. It is suggested that students complete their Year 10 work experience placement in a social care or early years setting (e.g. school reception class, nursery or day centre) to help them increase their understanding of the job roles we will be discussing and complete their controlled assessment.</p>	
<b>PROGRESSION / CAREER PATHWAYS</b> <p>As with all GCSEs this Level 1/2 course can lead to further study either in traditional A Level subjects or in vocational courses. It will provide an excellent foundation for a whole range of health and social care careers, for example nursing, social work, nursery nursing, early years teaching, as well as management and administrative careers in the health service.</p>	



## LEVEL 1/2 Cambridge National in Information Technologies (IT)

<b>EXAMINATION BOARD</b> OCR	<b>HEAD OF DEPARTMENT:</b> Mr A Fakhoury
<p><b>PURPOSE OF THE COURSE</b></p> <p>This is the age of IT – it is constantly changing and we all need to keep up to date. IT is now a major aspect of our lives, at school, college, work and home as well as out and about. You will learn how to apply the use of practical skills to a range of situations including word processing, spreadsheets, databases, graphics, multimedia and animation. Transferrable skills that are relevant to all areas of employment such as research, planning and project management will also be developed throughout the course.</p>	
<p><b>CONTENT</b></p> <p>Compulsory units:</p> <ul style="list-style-type: none"> <li>Unit 1 Understanding tools, techniques, methods and processes for technological solutions.</li> <li>Unit 2 Developing technological solutions.</li> </ul> <p>Modules include:</p> <ul style="list-style-type: none"> <li>Stages of the project life cycle</li> <li>Mitigating risks for a project</li> <li>Planning and reviewing project phases</li> <li>Creating, updating, deleting and using data</li> <li>Presenting information in a meaningful way</li> <li>Final evaluation for a project</li> <li>Collecting and storing data</li> <li>Cyber security – threats and preventions</li> <li>Legislation and data reliability</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Apply their knowledge, skills and understanding of IT to a range of situations related to the world of work and reflect critically on the way they and others use IT for a variety of scenarios.</li> </ul>	
<p><b>ASSESSMENT</b></p> <p>Unit 1 = a written exam set by the exam board. Unit 2 = internal work marked by your class teacher and then moderated by the exam board.</p> <p>The qualification will be graded as a Pass, Merit, Distinction or Distinction*. Pupils can achieve these grades at Level 1 &amp; Level 2 (Distinction* only at Level 2): Level 1 offers grades of P1 (Pass), M1 (Merit) or D1 (Distinction) Level 2 offers grades of P2 (Pass), M2 (Merit), D2 (Distinction) or *D (Distinction*)</p>	
<p><b>PROGRESSION/CAREER PATHWAYS</b></p> <p>You can progress to higher level qualifications in IT in a sixth form college, college and pursue a related courses at university; all employers require a high level of competence in computer applications so this is a course that will enhance most career routes including apprenticeships.</p>	



## DESIGN AND TECHNOLOGY

### LEVEL 1/2 TECHNICAL AWARD – FASHION & TEXTILES

**EXAMINATION BOARD:** AQA

**HEAD OF DEPARTMENT:** Mr A Brady

#### WHY CHOOSE DESIGN AND TECHNOLOGY TECHNICAL AWARD in Fashion & Textiles?

If you love learning in a practical way and enjoy the process of working with fabrics and making samples and products, then this course is for you.

This course is designed for 14–16 year olds who want to study fashion and textiles in a hands on, practical way that helps them develop the knowledge, skills and experience that could open the door to a career in the fashion and textile industry. This qualification fulfils entry requirements for academic and vocational study post-16, and will count as equivalent to one GCSE in the Key Stage 4 performance tables.

#### CONTENT

You will complete three mandatory units across 120 guided learning hours. The course will develop a wide range of practical making skills incorporating surface embellishment, joining and finishing, combining materials and colouring fabrics.

##### Unit 1: Skills demonstration (internally assessed)

You will carry out a number of bite-sized projects to demonstrate your competence in the 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. You will produce a series of small made outcomes and record your work in a portfolio of no more than 15 pages. The skills learned are as follows: Colouring fabrics, surface embellishment, fabric manipulation, joining fabrics, applying fastenings and components, decorative and functional edge finishes, sleeve setting, collars, combining materials, using a pattern/template, patch pockets, teamwork.



##### Unit 2: Extended making project (internally assessed)

You will undertake an extended project that showcases the skills you have developed in Unit 1 and knowledge you have developed through Unit 3. The project will be in response to a set brief and you will select which brief to follow from a choice of starting points. You will develop skills in planning and development, making, testing and evaluation and communication.

##### Unit 3: Fundamentals of fashion and textiles (externally assessed)

You will study how the fashion and textiles industry works and the industrial and commercial processes that exist within it. You will learn about materials and their properties and also about possible careers within the industry.

#### ASSESSMENT

Unit 1	Skills Demonstration	36 hours	30%
Unit 2	Extended Making Project	36 hours	30%
Unit 3	Fundamentals of Fashion & Textiles	1 hour 30mins	40%
- Section A: 20 multiple choice questions, Section B: Mix of short and extended response questions.			

#### PROGRESSION / CAREER PATHWAYS

There are wide range of possible career opportunities within the textiles industry:


Textile design, theatre set or costume design, interior design, fashion design, clothing and textiles manufacture, fashion stylist, pattern designer and grader, textile artist, fashion buyer, visual merchandiser, fashion journalist/editor/blogger, fashion photographer/illustrator, advertising, display and exhibitions, printing, environmental textile design etc.

Most importantly the course is designed to embed transferrable skills such as team work and communication which are essential in preparation for the workplace.

This course offers students with the skills and knowledge required for further study at A level and other advanced courses in Years 12 and 13 and on to degree courses post-18.



## GCSE MEDIA STUDIES

<b>EXAMINATION BOARD:</b> AQA	<b>TEACHER IN CHARGE:</b> Mr L Norman
<div><div><b>WHY CHOOSE MEDIA STUDIES?</b><p>We live in a world where the media permeates every level of our lives and it is almost impossible to remain untouched by its influence. We spend an increasing amount of time engaging with the media; watching film and television; listening to the radio; reading newspapers and magazines; surfing the internet; playing video games; using social networking sites. Media texts can have enormous impact on our everyday lives and it is essential that we develop the skills to consider them critically, developing an understanding of not only the message that they intend to communicate, but how the message is constructed.</p><p>Media studies is a subject that combines analytical and interpretive skills with more practical and creative tasks. This course enables candidates to develop a critical understanding of the role of the mass media in society. Mass media covers: television, film, radio, popular music, newspapers, magazines and comics.</p><p>By the end of the course, students will be expected to have knowledge and understanding of media terminology, mass media organisations and an awareness of the impact of media on people's lives. They will be able to analyse a range of media (including their own productions), have an understanding of their distinctive forms and conventions and consider the ways the media creates representations of groups, individuals, events and issues. They will undertake pre-production tasks such as research, scripting and storyboarding and use practical skills such as recording, editing and design to create a media production, demonstrating creativity and initiative.</p></div><div></div></div>	
<b>ASSESSMENT</b> <p>This GCSE Media studies course consists of two modules.</p> <p><b>Paper 1: Media Theory.</b> Written Exam. 90 minutes. 35% of GCSE.</p> <p><b>Paper 2: Media Language and Contexts.</b> Written Exam. 90 minutes. 35% of GCSE.</p> <p><b>Non-Exam Assessment: Creating a Media Product.</b> 30% of GCSE.</p>	
<b>SPECIAL REQUIREMENTS</b> <p>This course combines creative and imaginative style tasks as well as oral and written analysis and interpretation. This is the course to take if areas of the media interest or excite you. There will be lots of opportunities to use ICT and competence in this area would be useful.</p>	
<b>PROGRESSION / CAREER PATHWAYS</b> <p>GCSE Media Studies has links to the media requirements for English in the National Curriculum at KS3 and KS4. It has close links with English in its speaking and listening, reading and writing components. Studying media in conjunction with English/ English Literature will consolidate, support and further an understanding of this essential subject.</p> <p>Following the GCSE course students may progress to a Level 3 Qualification in Media Studies or in a more specific area such as Film Studies. This qualification may then take them on to study at university in a range of fields including media production, journalism, marketing, animation, scriptwriting or communication.</p>	

## GCSE MUSIC

**EXAMINATION BOARD:** Edexcel

**HEAD OF DEPARTMENT:** Mrs G Nichols

### WHY CHOOSE MUSIC?

Music is part of many aspects of our lives in our work and leisure, and is an integral part of global culture. Learning to create and to make music individually and as part of a group are skills and activities that last a lifetime.

You should consider this course if you want to study a subject that

- involves performing
- involves listening to all kinds of music and analysing how it is written
- involves composing and arranging music
- gives you the opportunity to play music with others
- gives you the opportunity to learn more about and use music technology



### CONTENT

GCSE Music is about making and listening to music. It covers performing, composing and listening to a wide range of musical styles – popular music, world music and classical music. There are opportunities to use music technology, such as sequencing and recording.

### ASSESSMENT

#### COMPOSING (30%)

Two compositions are produced during the two-year course; one to a given brief and one more 'free' choice. They are marked by your teacher and then by external examiners. Each piece will need to last about 2 minutes and you will need to write a score.

#### PERFORMING (30%)

You will be required to perform solo and ensemble pieces (each at least one minute long) on your instrument at appropriate times during the course. They are marked by your teacher and then externally moderated.



#### LISTENING (40%)

There is one listening exam in the summer of Year 11. You will learn about eight set works which you will be tested on in the exam. You will listen to a CD and answer questions on the four areas of study which cover instrumental music, vocal music, music from stage and screen and world fusions. You will answer an essay question about one of the set works you have studied and a piece that you will hear for the first time in the exam.

### SPECIAL REQUIREMENTS

You **must** be able to read music notation and **be having lessons on an instrument**, in or out of school, and preferably taken a graded exam so that you can complete the performance part of the course. Grade 5 theory would be an advantage but is not a requirement.

### PROGRESSION / CAREER PATHWAYS

GCSE Music is relevant to careers in performing arts, class teaching (primary and secondary), arts administration, the film and recording industry, as well as being a first step to becoming a performer or instrumental teacher.



## GCSE PHYSICAL EDUCATION

**EXAMINATION BOARD:** AQA

**HEAD OF DEPARTMENT:** Mrs C Kutty

### WHY CHOOSE PHYSICAL EDUCATION?

GCSE PE will give you a good understanding of the importance of a healthy lifestyle; it can help your self-confidence, improve your leadership and teamwork skills and keep you fit.

### CONTENT

Practical activities will be taught throughout the course focusing on the following areas:

- Acquisition of skill
- Personal performance
- Rules and regulations
- Analysis/evaluation of performance
- The roles of the active participant

Practical areas studied may include Basketball, Badminton, Netball, Table Tennis, Tennis, Volleyball, Gymnastics, Trampolining, Dance, Athletics and Swimming.

Activities offered will depend on facilities and resources available.

Theory elements include health fitness and well-being, sports psychology, social cultural influences, movement analysis and use of data, These are related to the practical activities but are assessed through written examination.



### ASSESSMENT – Single Award

Theory examination / written paper 1 (1.15 hours): The human body and movement in physical activity and sport  
30%

Written paper 2 (1.15 hours): Social – cultural influences and well-being in physical activity and sport  
30%

Practical assessment in 3 activities, at least one individual, one team and one other  
40%



### PROGRESSION / CAREER PATHWAYS

PE studies alongside other subjects can be a useful foundation for students wishing to go into the sport and leisure industry; it can also be studied at both A level and degree level and lead to a range of career areas, including teaching and the health sector.

## LEVEL 1/2 TECHNICAL AWARD TOURISM

**EXAMINATION BOARD:** WJEC

**HEAD OF DEPARTMENT:** Mrs E Iles

### WHY CHOOSE TOURISM?

Do you like travelling around the world? Do you want to be involved in the **airline** or **cruise** industry? Do see yourself working in the **travel** industry? Do you know that the **cruise industry** employs over 2000 people in Southampton? Is this an employment sector that interest you? If so this is an exciting, **new course** that gives the learner a detail insight into the tourism industry. Tourism operates in many different contexts, from local bed and breakfasts, to national parks, from large multinational companies to small specialist transport operators and includes the private, public and voluntary sectors. You will be given the opportunity to understand how the tourism industry works which will be invaluable if you decide to work in this sector in the future. You will get the opportunity to go on educational visits to enhance your understanding and appreciation of the subject.



### CONTENT

1. Customer experience
2. The business of tourism
3. Developing UK tourist destinations.

### ASSESSMENT :

Unit 1 – Controlled assessment (25%)  
Unit 2 – Exam. (25%)  
Unit 3 – Controlled assessment. (50%)

### SPECIAL REQUIREMENTS

An interest in **travel and exploring the world** is essential although the need to have travelled abroad is not essential. The most important requirement is to have **an interest** in finding about the different **types of holidays people have over the world**.

### ADDITIONAL INFORMATION

Studying tourism will develop your knowledge and understanding of the world. It will help you grow into an effective and independent learner with an enquiring mind who can make a real future contribution. **You will need to be prepared to go on lots of visits to deepen your understanding of the course.**

### PROGRESSION / CAREER PATHWAYS

Most colleges of further education offer level 3 qualifications in Tourism/Travel and Tourism. Universities also offer courses to support the travel and tourism industries. The qualification is a useful qualification towards the world of work. **More school leavers begin their careers in tourism and hospitality than in any other industry.**

# Year 9 into 10 Subject Choices 2018



Student Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

Please select **three** subject choices in order of preference. Please put a 1 by your first choice and a 2 by your second choice and so until your third option. Please add an **R** next to your **reserve** choice.

The expectation is that most students will take the EBacc combination of subjects that must include: English, Maths, Science, a Humanity and a Modern Foreign Language. If, however, you feel these subjects do not best suit your abilities, please select any three of the options below in order of preference and include a note explaining your reasons.

Subject	Number 1 to 3 in order of preference and then add an R for reserve.
<b>Humanity (EBacc)</b>	
Geography	
History	
<b>Modern Foreign Language (EBacc)</b>	
French	
Spanish	
<b>Other Subject Options</b>	
Art and Design	
Astronomy	
Business	
Computer Science	
Dance	
Design and Technology – Product Design	
Design and Technology – Textiles	
Drama	
Food Preparation and Nutrition	
Health and Social Care	
IT	
Media Studies	
Music	
PE	
Tourism	
Study Support ( <i>please note that this is not a GCSE qualification but is intended to provide additional time for your daughter to study and revise</i> )	
<b>Additional Qualifications:</b>	
My daughter is intending to take a GCSE qualification in the following community language: (Please note that we will not be providing lessons in this subject and entry to this qualification will depend on our ability to provide assessors for the oral aspect of this examination)	

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**To Be Returned To Your Daughter's Form Tutor By: Friday 16<sup>th</sup> March 2018**





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