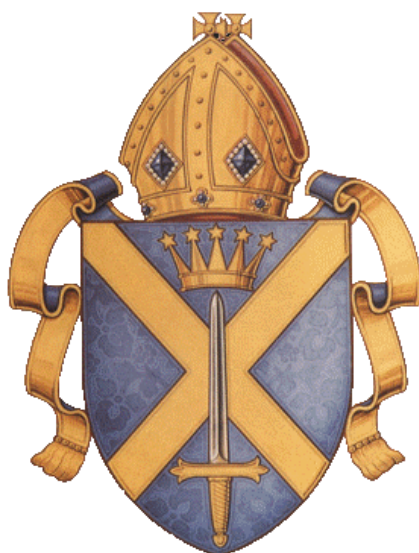


# TOWNSEND CHURCH OF ENGLAND SCHOOL

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**GCSE Options  
2021**

## Introduction

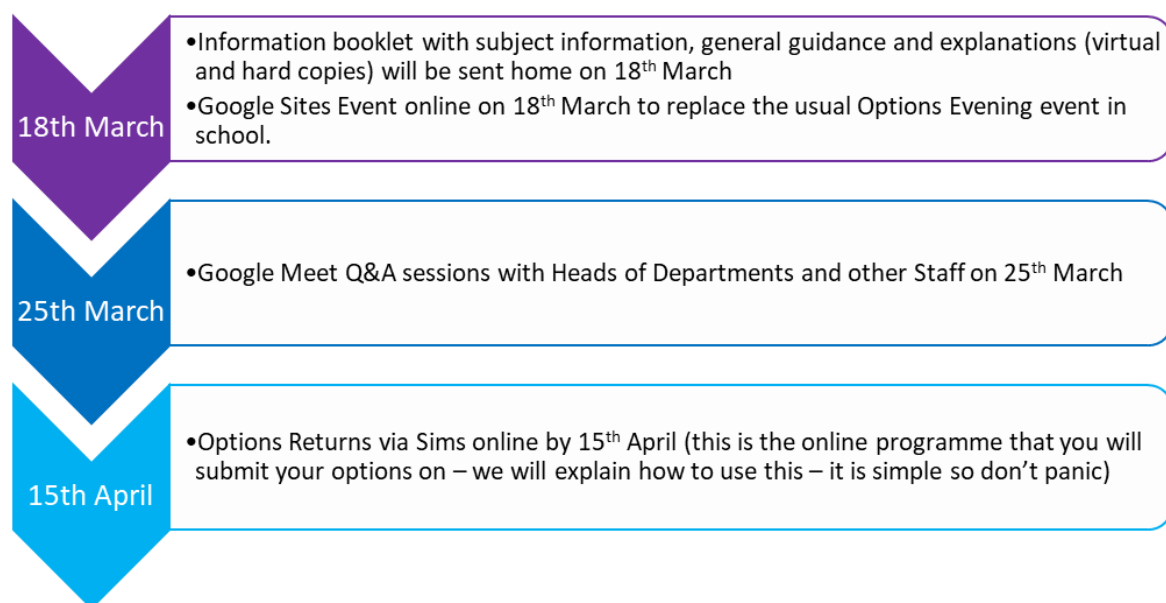
Welcome to the Townsend Church of England School GCSE curriculum booklet for 2021. It is hoped that you find the information and guidance contained within both relevant and useful. The curriculum we offer has been designed with our students in mind and we believe offers a wide range of options for students of all interests and abilities.

Students will have many enrichment opportunities between years 9 to 11, and in this way we will continue to ensure they are exposed to many experiences that will support their rounded education.

We pride ourselves on the high quality of teaching and learning for every child at Townsend, and this is an exciting time for you and your child on the next steps of their education journey.

At Townsend we always aim to ensure that our students have access to both a broad and balanced curriculum and what follows in the rest of this booklet is a result of the school's endeavour to meet the needs of all its learners.

Timeline for the Options Process:



The process does take a little while to complete, you will need time to make your decisions and enter your choices online. After the deadline for submission of your choices we then need to work out which classes are viable to run and how this will work in the whole school timetable. We will then confirm with you the options that your child will take.

Please do take the opportunities to ask questions in the Q&A sessions on 25<sup>th</sup> March, we are here to help.

## What is the English Baccalaureate Curriculum?

The English Baccalaureate (EBacc) was introduced by the government because studies show that taking qualifications in certain subjects provides students with greater opportunities in further education and employment. The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors. While not being a qualification in itself, it recognises where students have secured a grade 5 or above across a core of subjects.

The English Baccalaureate subjects are as follows:

- English Language (with the requirement that English Literature must also be a component of the course or a separate qualification)
- Mathematics
- Science - Combined award or Triple Science (the study of Physics, Chemistry and Biology as individual subjects)
- A Modern Foreign Language (we currently offer French at Townsend)
- A Humanities subject (Geography *or* History)

When choosing your options, you may therefore wish to choose subjects that enable you to also gain EBacc status, this will certainly be applicable to those of you who are likely to want to attend Further and Higher Education.

### Please Note

**We are not able to guarantee that every subject contained within the Options booklet will run as the school has to ensure teaching classes remain viable in terms of numbers, staffing and timetable constraints. The school is also not able to guarantee that the subjects offered at GCSE level will be available to study for A Level. Some subjects do not produce viable numbers of students post 16 and other courses may be offered by our consortium partners. These conditions are the same for all schools in Hertfordshire.**

## Things to consider as you approach your GCSE's:

### A 10-Point Plan of Action

This is your chance to enjoy, and get the most benefit from courses **YOU** will be studying.

You have a great opportunity, so we suggest the following plan to help you realise your full potential:

1. Attend all your lessons regularly. Keep absences to **an absolute minimum**. Identify and immediately complete any work missed due to absence on your return.

***Research shows that low attendance contributes to low achievement.***

2. Focus on your learning throughout all your time in years 9, 10 and 11 – take every topic in every subject seriously. Look back over previous work, revising frequently, including using various learning tools like revision guides and GCSEpod – it can add a grade to your final result.
3. **Value your learning** - realise that every lesson is important to your final grade.
4. **Serious study at home** will support your class learning.
5. **Prepare well in advance** for formal course assessments. Know the deadlines for assessments and coursework - do not miss any for any reason or leave preparation until the last moment. Plan your study programme well in advance.
6. **Take responsibility** for your own learning – look back over previous learning regularly to keep it fresh in your mind.
7. **Learn steadily throughout the course** - last minute efforts do not work for examination courses. Give yourself the best chance to achieve the highest grade you are capable of by developing your skills and using them to the full throughout Years 9, 10 and 11.
8. **Ask your teachers** for information or advice if you are not sure of what you should be doing and how you can reach the next level.
9. **Discuss your progress** and identify areas needing more attention.
10. **Look carefully** at the assessment grades you have been given and follow the advice of your teachers.

**RISE TO THE CHALLENGE AND ACHIEVE TO THE BEST OF YOUR ABILITIES!**

## How will you be assessed and graded?

Most GCSE courses will have examinations at the end of year 11, some will also have practical elements or Non-Examined Assessments (NEA's) which make up part of the final grade, these NEA's are similar to the older style "coursework". The percentage of weighting of examination, practical's and NEA's varies between subjects, so please check in the course information pages and by asking teachers of the subject if you need further clarification.

Your progress will be continuously assessed throughout the three years of the course by your teachers, we will share this progress with you and the students will receive regular assessments and feedback in class to help improve your performance.

## Parents/Carers: Support Strategies

### **How can you become more involved in your child's examination preparation?**

1. **Keep in touch** with your child's class teacher.  
Ask for any information that you think will be helpful. If you have a query, write a letter, email or contact the school by telephone.
2. **Find out** the skills and abilities your child will need to develop on each course and see if you can assist.
3. **Check** that your child is studying consistently in school, and at home, to make progress throughout the course, including for formal assessments in school.
4. **Make sure** that you are aware of how many assessments there are and when they will take place.
5. **Ask** regularly about your child's progress and needs. Discuss areas of concern and how best you can support your child in consultation with their subject teacher. We are always ready to help.
6. **Help** your child to devise a routine for completion of home study. Help with revision for trial and final examinations would also be of benefit.
7. **Alert school** if your child appears to be doing little learning at home so that we can work together to motivate them.  
All Year 9, 10 and Year 11 students have learning they should be doing each weekday throughout the course. If they are not studying regularly, they are reducing their chances of examination success.
8. **Attend** the Consultation Evenings in Years 9, 10 and 11. Meeting teachers is the best way to get up to date information on how well your child is progressing.

# GCSE Curriculum at Townsend

## GCSE Examination Subjects taken by all students

- English Language
- English Literature
- Mathematics
- Religious Studies
- Science - (Combined or Triple)

## Non Examination Subjects taken by all students

- Learning for Life (Including Relationship and Sex Education and Computing)
- Physical Education

## Guidance

- Students that wish to follow the Ebacc (English Baccalaureate) curriculum must select **French AND either History or Geography** from the Options
- If you wish to, please only apply for Product Design or Engineering. You cannot do both.
- If you wish to, please only apply for PE or Health & Fitness. You cannot do both.
- Please note again that courses can only run if there are viable numbers and available staff and are not guaranteed to be offered in the 6<sup>th</sup> form in the future.
- Please note that it may be appropriate in a few circumstances to provide a curriculum for learners that includes 2 options and learning support lessons in literacy and numeracy, rather than the 3 option pathway. This support route will be done for specific students via consultation with parents/carers.

## Options:

Each student will indicate a preference for 3 subjects from this box in total (plus two reserve subjects in case an option is not viable).

ALL students must choose at least one of the underlined options below (but you could take 2 or 3 if they are your preferred options):

- French GCSE
- Geography GCSE
- History GCSE

Students may choose up to 2 more options from those below:

- Art and Design GCSE
- Business Studies GCSE
- Computer Science GCSE
- Design & Technology - Textiles GCSE
- Design & Technology GCSE
- Engineering Technical Award Level 1/2
- Drama GCSE
- Food Preparation and Nutrition GCSE
- Health & Fitness Technical Award Level 1/2
- Media Studies GCSE
- Music GCSE
- Physical Education GCSE

# SUBJECT GUIDE TO COURSES

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# Core Examination Subjects

**These are studied by all students**



# English Language

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## Details

Examination board	AQA
Specification	8700
Qualification	GCSE
English Baccalaureate Subject	Yes – as it is completed alongside English Literature

## Assessment

<p><i>Examination Paper One</i> 1 h 45 minutes. 80 marks. <i>Explorations in Creative Reading and Writing</i></p>	<p><i>Examination Paper Two.</i> 1 h 45 minute. 80 marks. <i>Writers' Viewpoints and Perspectives</i></p>
<p><b>Section A 40 marks for reading:</b> 4 reading questions The source for the reading questions will be selected from the 20<sup>th</sup> or 21<sup>st</sup> centuries.</p> <p><b>Section B 40 marks for writing:</b> 1 writing question-descriptive or narrative writing.</p>	<p><b>Section A 40 marks for reading:</b> 4 reading questions Sources will be drawn from the <b>19<sup>th</sup> century, and either the 20<sup>th</sup> or 21<sup>st</sup> centuries</b> depending on the time period selected for paper 1 in each series.</p> <p><b>Section B 40 marks for writing:</b> 1 writing question-students write about their own views</p>

## Course Content

Students will study material from a wide range of sources such as high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, reports, autobiography and biographical passages.

For the reading element of the English GCSE, students will need to be able to interpret information from texts and comment on how writers use language and structure for effect. Students will also have to compare the ideas of different writers and how these are conveyed.

For the writing element students must communicate clearly, effectively and imaginatively. They must also be able to use a wide range of vocabulary and sentence structures.

Students also deliver a speech to the class on a topic of their choice. Students will receive a mark of either: pass, merit or distinction for this.

## Information

Reading for pleasure is important for success in English; active reading beyond the classroom will greatly develop vocabulary and sentence construction. Spelling, punctuation and grammar are very important in the GCSE examination.

## Progression

This course lends itself well to English Literature and English Language at Advanced Level, and thereafter at University. This course also links to Media Studies at Advanced Level.

## Careers

English lends itself to a huge variety of careers or fields of employment and employers take it very seriously. These careers or employment could include:

\*Journalism \*Publishing \*Advertising \*Local government \*Law

## Contact

Mrs P. Harris

## Location

EN1

## Available

Break/Lunch/After school

# English Literature

## Details

Examination board	AQA
Specification	8702
Qualification	GCSE
English Baccalaureate Subject	Yes – as it is completed alongside English Language



## Assessment

<p><i>Examination Paper 1- Shakespeare and the 19<sup>th</sup> Century novel 1h 45 minutes. 64 marks 40% of GCSE</i></p>	<p><i>Examination Paper 2- Modern text and poetry 2h 15 minutes. 96 marks 60% of GCSE</i></p>
<p><b>Section A Shakespeare:</b> Students will answer one question on a Shakespeare play. 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>Section B 19<sup>th</sup> Century novel:</b> Students will answer one question on a 19<sup>th</sup> Century novel. 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>	<p><b>Section A Modern texts:</b> students 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> students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.</p> <p><b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

## Course Content

Students will study a 19<sup>th</sup> Century novel and a modern play. Students will study a wide range of poetry from an anthology; some of the poems will be contemporary and some of the poems will be English literary heritage poems. Students will also study a Shakespeare play.

## Information

Reading for pleasure is important for success in English Literature; active reading beyond the classroom will greatly develop vocabulary and sentence construction. English Literature is a discursive subject involving lots of interpretation and analysis so students must be prepared to share their ideas in class and to listen to the ideas of others!

## Progression

This course lends itself well to English Literature and English Language at Advanced Level, and thereafter at University. This course also links to Media Studies at Advanced Level.

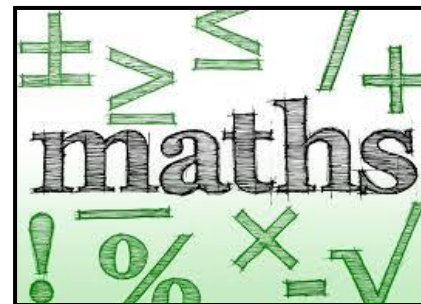
## Careers

English Literature lends itself to a huge variety of careers or fields of employment and employers take it very seriously. These careers or employment could include:

\*Journalism \*Publishing \*Advertising \*Local government \*Law

<b>Contact</b>	Mrs P. Harris	<b>Location</b>	EN1	<b>Available</b>	Break/Lunch/After school
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# Mathematics



## Details

Examination board	AQA
Specification	8300
Qualification	GCSE
English Baccalaureate Subject	Yes

## Assessment

100% Examination - 3 papers at Foundation or Higher tier at the end of Year 11.  
1 x Non-Calculator paper (33.3%) 1 hr 30 mins. 2 x Calculator paper (33.3% each) 1 hr 30 mins each

## Course Content

### Foundation (Grade 1-5) – key topics

**Number:** Integers, decimals, fractions, percentages, rounding, index notation  
**Algebra:** Sequences, powers, brackets, equations, inequalities, formulae, simultaneous equations, graphs, trial & improvement, quadratics  
**Ratio, Proportion & Rates of Change:** Units of measure, scale factors, ratio, percentages, direct & inverse proportion, compound units  
**Geometry & Measures:** Angles, similar shapes, parallel lines, area, 2D & 3D shapes, volume, surface area, transformations, circles, Pythagoras' theorem, trigonometry, vectors  
**Probability:** Probability scale, Venn diagrams, tree diagrams, theoretical probability  
**Statistics:** Sampling, charts & graphs, averages & range, scatter graphs, correlation

### Higher (Grade 4-9) – key topics

**Number:** Integers, decimals, fractions, percentages, index notation, surds, bounds  
**Algebra:** Simultaneous equations, quadratics, transformation of graphs, function notation, exponentials, equations of circles, iteration  
**Ratio, Proportion & Rates of Change:** Scale factors, inverse proportion, compound units  
**Shape & Space:** Pythagoras' theorem, trigonometry, similarity & congruence, circle theorems, sine & cosine rules, vectors  
**Probability:** Venn diagrams, tree diagrams, theoretical and experimental probability, independent and dependent events  
**Statistics:** Sampling, histograms, cumulative frequency, box plots, quartiles, scatter graphs, correlation

## Information

There are elements of Mathematics in most other academic subjects, as well as many aspects of everyday life. We try to exploit these links as much as possible throughout the GCSE course, to enable students to appreciate the use of Mathematics skills in a wider context. We are developing an increasing range of extra-curricular opportunities for students to explore Mathematics beyond the classroom, including Mathematics challenges, competitions and clubs. Our most able mathematicians will be given the opportunity to study for a Level 2 certificate in Further Mathematics alongside their Mathematics GCSE course. This enriches students' understanding of the subject further.

## Progression

Learning basic Maths skills at GCSE level helps to build up essential skills such as problem solving, analysing data, and logical thinking that are used on a daily basis. In addition, GCSE Mathematics is necessary for progression to a large number of college courses and careers. A good grade is useful for those planning to study A/AS Levels in Science subjects, Mathematics, or even Further Mathematics.

## Careers

A good level of Mathematics can help you access careers in engineering, banking, architecture, cryptology, meteorology, and accountancy, as well as most careers that involve design, computing, data or science. However, most careers will involve some aspects of Mathematics routinely.

## Contact

Mrs Gbedemah

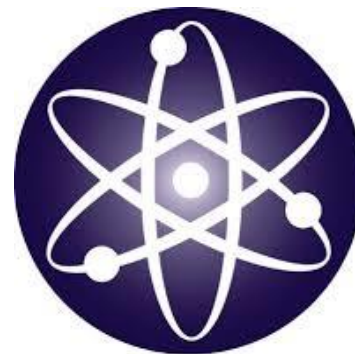
## Location

MA5

## Available

Break/Lunch/After school

# Combined Science



## Details

Examination board	OCR (21 <sup>st</sup> Century Science B)
Specification	J220
Qualification	GCSE Double Award
English Baccalaureate Subject	Yes

## Assessment

Examination (100%)	Practical Assessment
4 examinations. 1 each in biology, chemistry and physics each lasting 1hr 45mins and contributing 26.4%. 1 exam in data analysis lasting 1hr 45mins and contributing 21% to final grade.	The new GCSE will require students to complete 16 practical activities over the three years of the course. They can be completed at any time and are embedded throughout the teaching topics.

## Course Content

### Biology

B1: You and your genes. B2: Keeping healthy. B3: Living together.  
B4: Using Food B5: The Human body. B6: Life on Earth

### Physics

P1: The Earth in the Universe. P2: Radiation and Waves. P3: Electric Circuits  
P4: Explaining Motion. P5: Radioactive Materials. P6: Matter.

### Chemistry

C1: Air and Water. C2: Chemical Patterns. C3: Chemicals of the Natural Environment.  
C4: Material choices. C5: Chemical Synthesis. C3: Chemicals in our lives  
Practical Work – 16 activities set by the exam board and completed over the two years.  
The courses also cover collecting and making conclusions from data, developing scientific ideas and their impact on society.

## Information

This course forms part of the compulsory element of the GCSEs that are required to be taken. It covers an equal mix of physics, chemistry and biology with separate examinations in each and the totals are combined with controlled assessment to arrive at single grade. Examinations will include elements of literacy and numeracy as well as an understanding of science.

## Progression

GCSE Core science provides distinctive and relevant experience for learners who wish to progress to Level 3 qualifications in general science e.g. BTEC, or one or more of the separate sciences e.g. A levels. Pathway to further and higher education and employment.

## Careers

This course could lead towards careers in the science industry ranging from technician to doctor.

## Contact

Miss N Guijarro

## Location

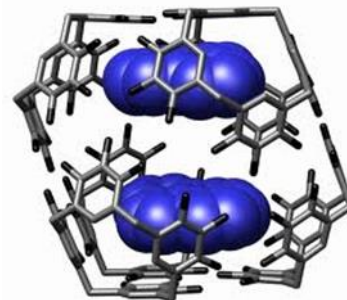
SC1

## Available

Break/Lunch

# Biology, Chemistry, Physics

## (Triple Science)



### Details

Examination board	OCR
Specification	J257, J258, J259
Qualification	GCSE Triple Science
English Baccalaureate Subject	Yes

### Assessment

Examination (100%)	Practical assessment
Each science has two examinations. They will cover all the syllabus, last 1hr 45 mins and contribute 50% each.	Minimum of six practical activities done for each of the sciences. These are set by the Exam boards and can be done at any time during the course.

### Course Content

#### **Biology – topics same as combined science but in more depth**

B1: You and your genes. B2: Keeping healthy. B3: Living together.  
B4: Using Food B5: The Human body. B6: Life on Earth

#### **Physics – topics same as combined science but in more depth**

P1: The Earth in the Universe. P2: Radiation and Waves. P3: Electric Circuits  
P4: Explaining Motion. P5: Radioactive Materials. P6: Matter.

#### **Chemistry – topics same as combined science but in more depth**

C1: Air and Water. C2: Chemical Patterns. C3: Chemicals of the Natural Environment.  
C4: Material choices. C5: Chemical Synthesis. C3: Chemicals in our lives  
Each course requires a minimum of six practical activities to be done over the two years.

The courses also cover collecting and making conclusions from data, developing scientific ideas and their impact on society.

### Information

This course includes the compulsory elements of Science required by the National Curriculum plus extra material in each of the three sciences to give more depth and a smooth the transition to A level. It covers an equal mix of physics, chemistry and biology with separate examinations in each. Examinations will include elements of literacy and numeracy as well as an understanding of science.

### Progression

GCSE Biology, Chemistry and Physics provide distinctive and relevant experience for learners who wish to progress to Level 3 qualifications in one or more of the separate sciences e.g. A levels. It is a pathway to further and higher education and employment.

### Careers

This course could lead towards careers in the science industry ranging from technician to doctor.

### Contact

Miss N Guijarro

### Location

SC1

### Available

Break/Lunch

# Religious Studies



## Details

Examination board	AQA
Specification	8062
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Examination (100%)
Two examinations sat at the end of Year 11. Each examination is 1 hour 45 minutes in length.

## Course Content

### Component 1: The study of religions: beliefs, teachings and practices

Christianity  
Islam

### Component 2: Thematic Studies

Theme A: Relationships and Families  
Theme B: Religion and Life  
Theme E: Religion, Crime and Punishment  
Theme F: Religion, Human Rights and Social Justice

## Information

You will learn skills in interpreting and evaluating pieces of information, communicating and applying your knowledge, and in solving problems. You will also have an opportunity to develop your debating skills. An active engagement with the news and ethical and philosophical issues is essential. You will develop excellent literacy skills and will have an opportunity to evaluate different philosophical ideas in relation to Christianity and Islam.

## Progression

A Level Religious Studies (Philosophy, Ethics and Development of Christian Thought)  
Degrees in Theology, Philosophy, Religious Studies and Biblical Studies  
The "Russell Group" universities, representing 24 leading UK universities, state that: "Religious Studies ... provides suitable preparation for entry to university in general."

## Careers

This course could also take you towards a number of careers, including working in the police or as a counsellor, social worker, nurse, youth worker, teacher or philosopher, in organisations such as the Peace Corps or Amnesty International, or in any career that requires an understanding of people.

## Contact

Ms A Sheppard

## Location

HU1

## Available

Break/Lunch/After School

# **Core Non Examination Subjects**

**These are taken by all students**



# LEARNING FOR LIFE

## **This is compulsory for all students.**

Over the course of Key Stage 4, all students will study various aspects of Learning for Life. This will include elements of Relationships and sex education (RSE), Citizenship, Enterprise and Careers, IT skills and enrichment aimed at improving the life skills of our young people. Learning for Life is delivered through a comprehensive programme in afternoon tutor time.



The aim of the program of study is to help students become better prepared to enter society and the world of employment by giving them the tools and knowledge to understand and deal with the situations they will encounter throughout the course of their life.

## Relationship and Sex Education

The aim of Relationships and sex education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. Students cover a range of topics including dreams and goals, being me in my world, a healthy me, celebrating difference and changing me.

## Careers Education, Information, Advice and Guidance

At Townsend Church of England our aim is to ensure all students have suitable and high quality work-related learning opportunities to equip them to meet the challenges of life in our fast-changing world. We want our students to become successful learners who make progress and achieve, confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society. In order to do this, we work collaboratively with a range of partners like other local schools, colleges, universities and businesses. We have a bank of local employers who offer great opportunities for our students like work experience, apprenticeships, and real-life experience of working in modern Britain. We are very fortunate to have the expertise of Blue Arrow Recruitment Agency who provides advice and guidance on all aspects of CV (curriculum vitae) and personal statement writing, interview techniques and the employability skills demanded by employers today. We work closely with HCC Youth Connexions who provide expertise in various areas of Work Related Learning.

Year 9 Students focus is on pathways and options available following gaining their GCSE qualification. Students have the opportunity to take part in an enterprise challenge. There is also an opportunity to take part in a Youth Connexions interview and a mentoring program. Year 11, 12 & 13 students take part in a variety of interviews and tasks that prepare them for their needs, capabilities and aspirations.





# PHYSICAL EDUCATION

(CORE PE – non-examination)



**This is a compulsory subject for all students.**

All students continue to have two compulsory one-hour lessons in core Physical Education. They may be taught in single or mixed gender groups. Students are expected to take part in all PE lessons with their full PE kit right through until they leave Townsend. If they are unable to take part practically due to injury/illness, students will still be expected to wear their kit and will take part in the lesson taking on another role e.g. coach, judge, official, sports leader.

In lessons students will continue to develop their performance and knowledge in a wide range of physical activities. These include football, netball, rugby, volleyball, dance, gymnastics, trampolining, swimming, water polo, lifesaving, table tennis, health related fitness, rounders, athletics, tennis and cricket.

They will endeavour to develop the core skills learnt throughout year 7 and 8, learn advanced skills related to each activity and apply them more to strategies and tactics to improve performance through games, as well as understanding of how to lead healthy, active lifestyles.

Students will also apply some of the theory into their lessons, knowing how different muscles are involved in exercise, how the cardiovascular system and respiratory systems respond to exercise, and how to train effectively to improve different skills and aspects of fitness.

Students also continue to undertake different roles within sport and physical activity, such as leader, coach, trainer, official, and choreographer. Through this they will be developing key skills such as communication, problem solving, team work and leadership and will understand how exercise can be used to help relieve stress.

Extra-curricular sports clubs will be available to all students at lunchtimes and after school to develop their skills further.

A host of school clubs, teams and special events continue to provide opportunities for students to extend their participation in physical activity.

Further information is available from Miss Pennifold or a member of the PE department.



# Optional Examination Subjects

**You will study 3 optional examination subjects**

**You must indicate a preference for:**

- **3 options (including 1 EBacc subject)**
- **2 reserve options (in case some subjects are not viable to run or are oversubscribed)**
- **Note - if you wish to complete the English Baccalaureate (EBacc) then you must select French and either Geography or History**

# Art and Design



## Details

Examination board	AQA
Specification	8201-8206
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Portfolio (60%)	Externally Set Assignment (40%)
Natural forms , ancient cultures and a free choice project.	One trial exam 10 hours over two days GCSE exam (May) 10hrs over two days 40%

## Course Content

### The course is marked using 4 Assessment Objectives (AQA)

**A01-** Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding

**A02-** Refine ideas through experimenting and selecting appropriate, resources, media, materials techniques and processes.

**A03-** Recording ideas, observations and insights relevant to intentions in visual and or other forms.

**A04-** Present a personal informed and meaningful response demonstrating analytical and critical understanding realising intentions and where appropriate making connections between visual written and or other elements.

## Information

Students will be expected to attend two external visits to galleries and museums such as; The Tate, National Gallery, Kew Gardens and many others. They will also be expected to complete a minimum of two hours of homework per week, as coursework is very demanding and needs to be continually developed.

Students will create a coursework portfolio over Year 9, Year 10 and Year 11 which will explore a range of materials, techniques, processes and artist. They will select, with their teacher's support, the best work to enter for the examination.

Guidance can be found in the AQA Student Handbook, Student Art Guide (website), BBC Bitesize for examples of work (note this follows EDEXCEL and not the AQA exam board, but work can be looked at for inspiration), Julia Stubbs Website.

## Progression

- A Level Art
- Fashion and Textiles Foundation Degree (West Herts)
- Graphic Design Foundation Degree (West Herts)
- Illustration Foundation Degree (West Herts)
- Film and TV make-up and special effects ( University of London Arts)

## Careers

**There are over 150 Art and Design based careers** such as: Artist, Art teacher, Art Therapist, Graphic Design, Interior Design, Set Design, Special Effects Makeup Artists, Industrial Designer, Furniture Designer, Computer Games Designer, Illustrator etc.

## Contact

Miss F Bailey

## Location

AR1

## Available

Break/Lunch/After school

# Business GCSE



## Details

Exam Board	OCR
Specification	J204
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

<b>Unit 1- Business Activity, Marketing and People</b> <i>Externally Set Written Exam</i> <i>50% of Qualification</i>	<b>Unit 2 – Operations, Finance and Influences on Business</b> <i>Externally Set Written Exam</i> <i>50% of Qualification</i>
<ul style="list-style-type: none"><li>• 1 hr 30 mins</li><li>• 80 marks</li><li>• a mixture of multiple-choice, short answer and extended response questions.</li></ul> <p>As far as possible, real-world case studies will be used, but created contexts will be familiar and relevant. Previous exam case studies include Boots and BooHoo.</p>	<ul style="list-style-type: none"><li>• 1 hr 30 mins</li><li>• 80 marks</li><li>• a mixture of multiple-choice, short answer and extended response questions.</li></ul> <p>As far as possible, real-world case studies will be used, but created contexts will be familiar and relevant. Previous exam case studies include Tesco and Virgin.</p>

## Course Content

Students will gain a broad understanding of Business including:

- business characteristics and business aims and objectives
- legal structures, organisational structures and stakeholder engagement
- the marketing mix, market research, market types and market segmentation
- internal and external influences on business including ethics, employment and consumer law, the economy and globalisation
- operations including production processes, quality assurance, customer service and location
- research, resource planning and growth for business
- human resource requirements including recruitment, training and motivation
- sources of funding and business finance including profit, cash flow and break even
- business and enterprise planning.

## Information

The OCR GCSE in Business is designed to provide pupils with the skills, knowledge and understanding of the applied study of good business and enterprise practices and an understanding of how different types of businesses and industries operate.

## Progression

A number of Level 3 qualifications in accounting, business, enterprise or marketing, or apprenticeships within the business sector.

## Careers

This course would suit those who are interested in developing their own business, or those pursuing careers in finance, marketing or human resources.

**Contact**

Ms Philpott

**Location**

6<sup>th</sup> Form

**Available**

Break/Lunch/After school

# Computer Science



## Details

Examination board	Edexcel
Specification	1CP2
Qualification	GCSE
English Baccalaureate Subject	Yes, as a science, however all students already study science GCSE.

## Assessment – two externally examined papers

<b>Paper 1: Principles of Computer Science</b> (*Paper code: 1CP2/01)	<b>Paper 2: Application of Computational Thinking</b> (*Paper code: 1CP2/02)
<p><b>Written examination: 1 hour and 30 minutes</b>  <b>50% of the qualification</b>  <b>75 marks</b></p> <p><b>Content overview</b>  This paper will assess Topics 1 to 5.</p> <p><b>Assessment overview</b>  This paper consists of five compulsory questions, each one focused on one of the topic areas.  The questions consist of multiple-choice, short-, medium- and extended-open response, tabular and diagrammatic items.</p>	<p><b>Onscreen examination: 2 hours</b>  <b>50% of the qualification</b>  <b>75 marks</b></p> <p><b>Content overview</b>  This paper will assess <b>Topic 6</b></p> <p><b>Assessment overview</b>  Design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. They will be provided with coding files, a hard copy of the question paper, the Programming Language Subset (PLS). This assessment consists of six compulsory questions.</p>

## Course Content

<p><b>Topic 1:</b> Problem Solving</p> <p><b>Topic 2:</b> Data</p> <p><b>Topic 3:</b> Computers</p>	<p><b>Topic 4:</b> Networks</p> <p><b>Topic 5:</b> Issues and impact</p> <p><b>Topic 6:</b> Problem solving with programming</p>
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## Information

The skills and knowledge developed through this qualification help students to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- think creatively, innovatively, analytically, logically and critically understand the components that make up digital systems and how they communicate with one another and with other systems.
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity.
- apply mathematical skills relevant to computer science.

## Progression

This qualification could lead onto a range of post 16 courses such as A Level or BTEC Computer Science or employment where further training may be available.

## Careers

Software development, programming in a variety of contexts, engineering, project management and many other problem-solving or IT roles.

## Contact

Mrs King

## Location

IT4

## Available

Break/Lunch/After school

# Design and Technology



## Details

Examination board	AQA
Specification	8552
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Examination (50%)	Non-Examined Assessment (50%)
50 % Theory Examination, 1 hour 45 minutes	Substantial Design and make task 30-50 hours duration, 50%

## Course Content

The course is split into three core principles:

### 1. Core Technical Principles

new and emerging technologies, developments in new materials, systems approach to designing, materials and their working properties, energy generation and storage, mechanical devices

### 2. Specialist Technical Principles

selection of materials or components, using and working with materials, stock forms, types and sizes, scales of production and surface treatments and finishes, forces and stresses, ecological and social footprint, sources and origins, specialist techniques and processes

### 3. Designing and Making Principles

investigation, primary and secondary data, environmental, social and economic challenge, the work of others and their design strategies, communication of design ideas, prototype development, selection of materials and components, material tolerance, materials management, specialist tools and equipment and specialist techniques and processes.

## Information

This course offers the opportunity to work with a wide range of materials in order to design a wide and varied range of products. All students will have the opportunity to work with Wood, Metal, Plastics, and incorporate Electronics into their designs. The option exists for well-motivated students to introduce an element of textile work into the subject. The general approach of the course is that the product is designed using the best possible material solution that we can arrive at.

## Progression

- This course can lead to courses such as AS Level Product Design, Art and Design etc.
- Trade based qualifications such as Construction, Plumbing, Design and Architecture.

## Careers

Many and varied. Degree level study in Product Design, Architecture, Technology and Engineering. Many employers now seek students with a high grade GCSE in D & T for their problem solving approach and ability to complete extended projects.

## Contact

Mr D. Hill

## Location

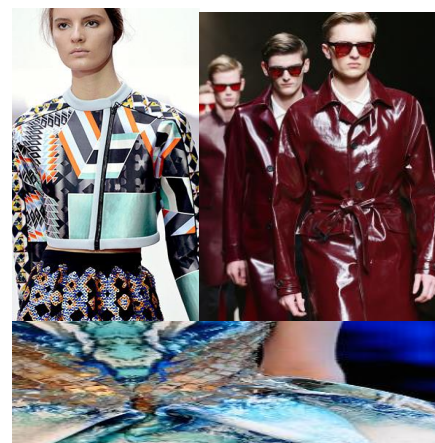
TE1

## Available

Break/Lunch/After school



# Design and Technology - Textiles



## Details

Examination board	AQA
Specification	8552
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Examination (50%)	Non-Examined Assessment (50%)
50 % Theory Examination, 1 hour 45 minutes	Substantial design and make task 30-50 hours duration, 50%

## Course Content

The course is split into three core principles:

1. **Core Technical Principles** Students will learn about new and emerging technologies, developments in new materials, systems approach to designing, materials and their working properties, energy generation and storage, mechanical devices
2. **Specialist Technical Principles** Students will carry-out a selection of materials or components, using and working with textiles materials, stock forms, types and sizes, scales of production and surface treatments and finishes, forces and stresses, ecological and social footprint, sources and origins, specialist techniques and processes relating mostly to textiles products.
3. **Designing and Making Principles** Students will use primary and secondary data, environmental, social and economic challenge, the work of others and their design strategies, communication of design ideas, prototype development, selection of materials and components, material tolerance, materials management, specialist tools and equipment and specialist techniques and processes.

## Information

This course offers the opportunity to work with a wide range of largely textiles materials in order to design a wide and varied range of products. All students will have the opportunity to work with primarily textiles materials but they can also add Wood, Metal, Plastics, and incorporate Electronics into their designs if they wish. The general approach of the course is that the product is designed using the best possible material solution.

## Progression

- This course can lead to courses such AS Level Product Design, Art and Design, fashion and textiles.
- Trade based qualifications such as fashion designer, interior designer, product designer.

## Careers

Many and varied. Degree level study fashion design, interior design, Conservator, Further Education teacher, Graphic designer, Higher education lecturer, Printmaker Product designer, Retail buyer, Secondary school teacher, Stylist and Visual merchandiser. Many employers now seek students with a high grade GCSE in D & T for their problem solving approach and ability to complete extended projects.

## Contact

Mrs Woodward

## Location

TE1

## Available

Break/Lunch/After school

# Drama



## Details

Examination board	AQA
Specification	8261
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Examination (40 %)	Performance & Coursework (60%)
A 1hr 45min examination paper, open book with 3 sections (multiple choice, extract from set play, live theatre review).	Two units (Unit 2 = 40%, Unit 3 = 20%), each containing one performance/design skill and a devising log (coursework) in Unit 2.

## Course Content

### Area of Study 1 – Understanding Drama & Set Text Study

This area includes understanding the characteristics of a performance and how meaning is interpreted and communicated on stage, also Drama terminology and the roles and responsibilities of theatre makers are also explored. Students must study and explore practically a chosen set text and develop knowledge and understanding of the characteristics and context of the whole play.

### Area of Study 3 – Live Theatre Evaluation

Students will learn how to analyse and evaluate the work of live theatre makers after seeing a performance on stage.

### Area of Study 4 – Devising Drama

Students can choose to be assessed as a performer or as a designer and then work in a company to devise a piece of drama learning how to develop ideas and communicate meaning in performance. They will create a devising log of the process and then perform their created piece.

### Area of Study 5 – Texts In Practise

Students will choose 2 extracts from the set play and choose to be assessed as a performer or a designer. The performance must show their understanding of the characteristics and context of the play through previous experimentation and study with the text.

## Information

This is a course with a huge practical focus, and with a substantial performance component. The opportunities to use the skills gained in Drama across other subjects and career paths are very beneficial for students. Students are encouraged to take part in extra curricular activities within and outside of school to support Drama skills.

## Progression

This course is ideal preparation for a huge range of post-16 Performing Arts and Media courses, including A Levels in Drama or Theatre Studies.

## Careers

A Drama GCSE can lead to careers in performing, designing, industry, teaching, media and much more. The Performing Arts industry in the UK employs around 2.8 million people and generated around £81.4 billion to the UK economy in the last economic year.

## Contact

Mrs Coates/Mrs Giles

## Location

DR1

## Available

Break/Lunch/After school



# Engineering Technical Award



## Details

Examination board	NCFE
Specification	603/2963/4
Qualification	Level 1/2 Technical Award
English Baccalaureate Subject	No

## Assessment

<i>Externally Set Written Exam 40% of Qualification</i>	<i>Externally Set Project 60% of Qualification</i>
<p>1 hr 30 mins</p> <p>The paper will include:</p> <ul style="list-style-type: none"> <li>11 multiple-choice questions worth 11 marks in total</li> <li>a varying number of short-answer questions each worth between one and 6 marks to a total of 38 marks</li> <li>three 9-mark extended-response questions worth 27 marks</li> </ul>	<p>21 hours of supervised time</p> <p>Students will create a solution to a given problem. The project will assess their understanding of the content covered, their ability to apply this knowledge to a given scenario, their ability to complete engineering processes and their evaluation skills.</p> <p>A sample portfolio is available for students and their parents/carers to view.</p>

## Course Content

**Unit 1- Understanding the Engineering World**  
In this unit the learner will develop knowledge and understanding of how different engineering disciplines have shaped the world we live in. The learner will gain an understanding of how science and maths are applied to engineering solutions and how to read and interpret engineering drawings. The learner will have the opportunity to explore the properties and characteristics of materials in relation to why specific materials are selected for engineering applications. The learner will understand use of tools and equipment within the engineering industry.

*This unit is assessed in the written examination*

**Unit 2 - Skills and Techniques in Engineering**  
The learner will produce hand drafted and Computer-Aided Design (CAD) engineering drawings. The learners will produce a production plan for the manufacture of an engineered product which will demonstrate the application of skills and techniques to prepare, mark-out, modify, join and finish materials

*This unit is assessed using the externally set project*

## Progression

If you choose to study engineering, there are a number of routes you can take to further your career such as:

- Further study at university or college Degree courses allow you to gain a practical insight into an engineering career.
- Apprenticeships: You'll be working to a set programme of learning whilst earning money as an apprentice. This will provide you with a structured training period with a solid foundation of knowledge from which to progress in this sector.

## Careers

The projected future shortage of Engineers in the UK has been well publicised in recent years. It has been projected that by 2025 the UK will need to have trained 1.8 million new engineers. Careers in Engineering are varied and include aerospace engineering, civil engineering, and mechanical engineering, to mention just a few.

## Contact

Mr D Hill

## Location

DT

## Available

Break/Lunch/After school

# Food Preparation and Nutrition

## Details

Examination board	AQA
Specification	8585
Qualification	GCSE
English Baccalaureate Subject	No



## Assessment

Theory Examination (50%)	Non Examination Assessment (50%)
<b>What's assessed</b> Theoretical knowledge of food preparation and nutrition from subject content. <b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 1 hour 45 minutes</li> <li>100 marks (First question is multiple choice and worth 20 marks and then five other questions each with a number of sub questions which are worth 80 marks)</li> <li>50% of GCSE</li> </ul>	<b>Task 1: Food investigation</b> <ul style="list-style-type: none"> <li><b>Task 1:</b> Written or electronic report (<b>1,500–2,000 words</b>) including photographic evidence of the practical investigation (15% of GCSE)</li> </ul> <b>Task 2: Food preparation assessment</b> <ul style="list-style-type: none"> <li><b>Task 2:</b> Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. (35% of GCSE)</li> </ul>

## Course Content

### Subject content – what is covered?

- Food preparation skills – these are intended to be integrated into the five sections: Food, nutrition and health. Students will study a range of twenty “high” level food preparation skills such as portioning a chicken and preparing a fish
- Food science
- Food safety
- Food choice e.g. cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet.
- Food provenance

Dishes cooked will include a wide range of main meal dishes, vegetable dishes, pastries, cakes, sauces, dishes for special diets, starters, desserts etc. It is expected that students will cook regularly in order to develop their practical skills and to produce a wide range of high quality dishes.

## Information

This exciting new course from AQA offers a GCSE in Food Preparation and Nutrition. It will equip learners with the knowledge, understanding and skills required to cook and also to apply the principles of food science, nutrition and healthy eating. Following this qualification will encourage learners to cook and enable them to make informed decisions about food and nutrition in order to be able to feed themselves and others affordably and nutritiously, now and later in life. It will allow the students to understand the huge challenges that we face globally to supply the world with nutritious and safe food.

## Progression

- AS Level Food Technology (offered within the Post 16 Consortium)
- Trade based qualifications such as Catering and Nutrition.
- Employment in the Food Sector.

## Careers

Many and varied. Degree level study in Food Science and Nutrition. Skills learnt through this course lead to a range of careers in the food industry, dietetics, sport and leisure and consumerism.

## Contact

Mr D Hill

## Location

DT

## Available

Break/Lunch/After School

# French



## Details

Examination board	Edexcel
Specification	1FRO
Qualification	GCSE
English Baccalaureate Subject	Yes

## Assessment

### Examination (100%)

Each paper is available at *Foundation* tier or *Higher* tier. However, students must be entered for a single tier across all papers.

**Paper 1: Listening (25%)** *Foundation* tier: 35 minutes / *Higher* tier: 45 minutes.

**Paper 2: Speaking in French (25%)** *Foundation* tier: 7–9 minutes plus 12 minutes preparation time / *Higher* tier: 10–12 minutes plus 12 minutes preparation time

**Paper 3: Reading and understanding in French (25%)** *Foundation* tier: 45 minutes / *Higher* tier: 1 hour

**Paper 4: Writing in French (25%)** *Foundation* tier: 1 hour 10 minutes / *Higher* tier: 1 hour 20 minutes

## Course Content

**Unit 1: Listening** - To develop a comprehension of French across five specified common topic areas by introducing and developing a range of vocabulary and structures.

- Students are assessed on their understanding of standard spoken French in a range of public and social settings. They will respond to multiple-response and short-answer questions based on a recording.

**Unit 2: Speaking** - Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.

- The speaking exam comprises three tasks: 1) a role-play 2) a series of questions based on a picture stimulus 3) A conversation based on two themes.

**Unit 3: Reading** - Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.

- Students will be required to recognise and respond to structures and vocabulary drawn from the five specified common topic areas. Section C includes a translation passage from French into English.

- Unit 4: Writing** - Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. They are required to produce extended responses of varying lengths and types to express ideas and opinions in French.  
*Foundation* tier – three extended response questions and one translation into French / *Higher* tier – two extended response questions and one translation into French.

## Information

Students wishing to continue with French at GCSE should be curious about other cultures and lifestyles.

## Progression

A GCSE or A-level qualification in languages is highly regarded by universities and is an entry requirement for many top universities.

## Careers

Almost any career which relies on excellent communication and interpersonal skills.

## Contact

Mrs S. Livesey

## Location

LA1

## Available

Break/Lunch/After school

# Geography



## Details

Examination board	AQA
Specification	8035
Qualification	GCSE
English Baccalaureate Subject	Yes

## Assessment

Examination
<ul style="list-style-type: none"><li>Paper 1 Living with the physical environment – 1 hour 30 minute written exam – 35% of GCSE</li><li>Paper 2 Challenges in the human environment - 1 hour 30 minute written exam – 35% of GCSE</li><li>Paper 3 Geographical applications – 1 hour 15 minute written exam based on pre-release materials and a fieldtrip – 30% of GCSE</li></ul>

## Course Content

### Living with the physical environment

Section A: The challenge of natural hazards

Section B: The living world

Section C: Physical landscapes in the UK

### Challenges in the human environment

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

### Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

## Information

The Geography department is committed to flexible and enquiry based approaches to learning about places and case studies, with discussions, debates and group work, computer-based exercises and audio-visual presentations for teaching the key content of the course. Clear explanations will be given about all of the topics being studied along with advice about examination technique. There will be a compulsory fieldtrip that will inform part of paper 3 (Geographical applications).

## Progression

Geography is a respected academic subject that can apply to any career or post 16 courses due to its diverse nature and wide range of skills including literacy, numeracy, ICT, GIS (geographic information system), analytical and evaluation skills that you will gain. This wide skills base is the reason it is such a popular subject with employers, colleges, 6<sup>th</sup> forms, apprenticeships and universities.

## Careers

The list of career options geography is popular for is so vast, ranging from subject specific jobs such as meteorologists, hazard planners, oceanographers to careers in the armed forces, police, government, marketing, media, law and medicine, they cannot all be mentioned here so to see further details follow the web link:

<http://www.rgs.org/OurWork/Schools/Careers+and+Further+Study/Careers+with+geography>

## Contact

Mrs Buckland

## Location

Humanities

## Available

Break/Lunch/After school

# Health and Fitness Technical Award



## Details

Exam Board	NCFE
Specification	603/2650/5
Qualification	Level 1/2 Technical Award
English Baccalaureate Subject	No

## Assessment

<b>Unit 1- Introduction to body systems and principles of training in health and fitness</b> <i>Externally Set Written Exam</i> <i>40% of Qualification</i>	<b>Unit 2 – Preparing and planning for health and fitness</b> <i>Externally Set (Internally Assessed) Project</i> <i>60% of Qualification</i>
<ul style="list-style-type: none"> <li>• 1 hr 30 mins</li> <li>• 80 marks</li> <li>• a mixture of multiple-choice, short answer and extended response questions.</li> </ul> <p>As far as possible, real-world case studies and contexts which are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.</p>	<ul style="list-style-type: none"> <li>• 21 hours of supervised time</li> <li>• A project consisting of a number of tasks</li> </ul> <p>This assessment will enable learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another.. The internal synoptic project will test the learners' ability to respond to a real-life situation.</p> <p>A sample portfolio is available for students and their parents/carers to view.</p>

## Course Content

Students will gain a broad understanding of Health and Fitness including:

- the principles of training and FITT
- how physical activities affect the body in the short and long term
- how relevant fitness test can be used for specific health and skill components of fitness
- different lifestyle analysis tools and how to apply them
- creating a health and fitness programme

## Information

The NCFE Level 1/2 Technical Award in Health and Fitness is designed to provide learners with the skills, knowledge and understanding of the applied study of good health and fitness practices and an understanding of working in the sector.

## Progression

A number of Level 3 qualifications (e.g. A Level PE, BTec Sports Studies) or apprenticeships within the health & fitness sector.

## Careers

If you have a positive attitude and the ability to motivate and inspire, then a career in the health and fitness industry could be for you. Examples of careers in this industry include health assistant, fitness instructor or personal trainer.

## Contact

Mr Brooks

## Location

PE

## Available

Break/Lunch/After school

# History



## Details

Examination board	Edexcel
Specification	1HIO
Qualification	GCSE
English Baccalaureate Subject	Yes

## Assessment

Examination (100%)
One exam of one hour and fifteen minutes One exam of one hour and forty-five minutes One exam of one hour and twenty minutes

## Course Content

### Paper One

Crime and punishment in Britain, c1000-present

Historical environment: Whitechapel, c1870-c1900: crime, policing and the inner city.

### Paper Two

Elizabethan England, 1558-88 and the American West, c1835-1895

### Paper Three

Weimar and Nazi Germany, 1918-1939

## Information

The course aims to actively engage students in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

The course will also allow students to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgments.

The skills developed through History are seen as assets by employers and in further education, as is the ability to make judgments on current situations which are based on a knowledge and understanding of the past. History involves the analysis of controversial and complex subjects which helps students develop critical thinking skills.

## Progression

A GCSE in History can then be taken further to the study of the subject at A Level and degree level. The study of History co-ordinates well with other subjects and is highly respected by all universities. At degree level students can choose to specialise in a particular area of History like Art History, Economic History, Social History, Military History, Archaeology, Museum studies, etc.

## Careers

Historians often follow careers such as teaching, journalism, law, publishing, museum work, project management, the police and armed forces, local government, marketing, social work and conservation.

## Contact

Miss Bryanton

## Location

HU8

## Available

Break/Lunch/After school



# Media Studies

## Details

Examination board	Eduqas
Specification	603/1115/0
Qualification	GCSE
English Baccalaureate Subject	No



## Assessment

Examination (70%)	Controlled Assessment (30%)
<p>Component 1 – Exploring the Media</p> <p>Component 2 – Understanding Media Forms and Products</p>	<p>Creating a media product – responding to set brief.</p> <ul style="list-style-type: none"> <li>- A statement of intent.</li> <li>- A media product for an intended audience.</li> </ul>

## Course Content

Key Areas • Media Language: forms and conventions • Institutions • Audience • Representation.

## Investigating the Media

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students will need to consider aspects of style, presentation, values, audience and representation and show their understanding of the relevant codes and conventions. Students need to show awareness of new technologies involved in the production and consumption of the media. Students will explore current debates and audience issues, as well as issues of bias and representation. Production skills will be expected with candidates showing effective practical skills such as storyboarding, scripting, selecting and editing and other design skills appropriate to the topic.

## Creating a Media Product

Students will be required to create a sophisticated and creative media product. Students can engage in this in many different ways. Students will have the opportunity to film, edit and evaluate their own original ideas in response to a set brief.

## Information

Students choosing the Media Studies GCSE will be encouraged to develop their ability to:

- give a personal response to mass media texts;
- gain a broad knowledge of the commercial and industrial nature of media production;
- investigate the types of media consumed by different audiences;
- enhance their skills in the planning and production of different types of media;
- access and engage with modern media technologies.

## Progression

This course lends itself well to Media Studies at Advanced level, and thereafter at University.

## Careers

This course allows students to gain an insight into all types of information and the ways in which we receive it, this is a valuable skill and would be beneficial in a number of jobs including advertising, broadcasting, social networking, design, film production, ICT, journalism, music, publishing, sales etc.

## Contact

Miss Scott

### Location

English

**Available**

Breaktime

# Music



## Details

Examination board	Eduqas
Specification	C660QS
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Examination (40 %)	Coursework (60%)
A 75 minute Appraising/Listening test (40%) at the end of the course	Component 1: Performance (2 pieces: 1 solo + 1 ensemble or 2 ensembles) Component 2: Composition (2 pieces: 3-6 mins in total)

## Course Content

### Area of Study 1 – Musical Forms and Devices

Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the *Baroque*, *Classical* and *Romantic* eras provides the context for a study of *binary*, *ternary*, *minuet and trio rondo*, *variation and strophic forms*.

### Area of Study 2 – Music for Ensemble

Music for ensemble forms the basis for a study of *texture* and *sonority*. Through a study of diverse musical styles composed for ensemble, such as *jazz and blues*, *musical theatre* and *chamber music*, learners will consider how music is composed for small groups of instruments and voices.

### Area of Study 3 – Film Music

The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience.

### Area of Study 4 – Popular Music

Popular music is a wide-ranging and diverse art form encompassing several distinct genres. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre, and use music technology.

## Information

This is a course with a huge practical focus, and with a substantial performance component, and is one of the few remaining GCSEs assessed mostly on coursework. This is also a course with a substantial focus on ICT, particularly in the completion of composition work.

## Progression

This course is ideal preparation for a huge range of post-16 Performing Arts and Media courses, including A Levels in Music and Music Technology and a variety of Level 3 BTEC courses.

## Careers

A Music GCSE can lead to careers in performing, composing, journalism, production, sound engineering, management, education and many more. The Music industry in the UK employs around 120,000 people and generates around £4 billion a year.

## Contact

Miss Moreton or Mrs Line

## Location

MU3

## Available

Wed/Thurs/Fri



# Physical Education GCSE



## Details

Examination board	OCR
Specification	J587
Qualification	GCSE
English Baccalaureate Subject	No

## Assessment

Examination (60 %)	Controlled Assessment (40%)
Two one hour exams	Three practical activities and one analysis task

## Course Content

- 1. Physical Factors Affecting Performance:** Learners will explore ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training can be made to optimise results. This is externally assessed in a one hour written examination.
- 2. Socio-cultural Issues and Sports Psychology:** Learners will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Learners will also develop their knowledge and understanding of sports psychology theories relating to acquiring movement skills and optimising performance. As well as understanding the benefits of participation relation to health, fitness and well-being. This will be externally assessed through a one hour written examination.
- 3. Performance in Physical Education:** Learners are internally assessed through the non-exam assessment in performing three practical activities and one performance analysis task. For the practical performances learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. Learners must perform in three practical activities, one from the individual list, one from the team list, and one other from either list. If a performer is wanting to be assessed in an activity we do not offer at school, they must provide video evidence of their performance in a recognised competition. The Analysing and Evaluating Performance task requires learners to analyse and evaluate their own performance in order to produce an action plan, which aims to improve the quality and effectiveness of their performance.

## Information

Learners **must participate in at least 3 sports** enrichment activities throughout the year at lunchtime or afterschool, as well as representing the school in matches. Learners must train with and **play for a club outside of school in at least 1 sport** throughout years 9, 10 and 11 to be able to access competitive aspect of the practical assessment for this course. Throughout the course learners will be assessed on their ability to demonstrate, apply, analyse and evaluate their knowledge and understanding of the factors that underpin participation and performance in physical activity and sport.

## Progression

A Level Physical Education, BTEC Level 3 in sport, Sports Science degree, Teaching degree.

## Careers

If you wish to have a career in the sports industry, then this is the course for you. Examples of careers in this industry include Personal Training, Physical Education Teacher and Physiotherapy.

## Contact

Miss Penniford

## Location

PE

## Available

Break/Lunch/After school

## Options Selection (Options Online)

Dear Parent/Carer and Student

Thank you for visiting the online Year Eight Options event and Q&A sessions. We hope you have been able to find out all the information you need in order to make your decisions. Please do contact Mr Still or Subject Leaders if you have any further queries.

**Please can you complete the Options selection procedure online by following the link that we send to you by email (to the main email address that we have on our school system) next week.**

**When you click on and follow the link you will be given instructions on what to do. The screen will look similar to the view on the next page of this booklet.**

**This needs to be completed after the 25<sup>th</sup> March and before 15<sup>th</sup> April 2021.**

**If you are having any problems completing the online form, please contact Mrs Buckland or Mrs Line at the school.**

N.B. If your child has received help and guidance from the Inclusion Department/SENCO this year you are welcome to contact and arrange to meet with a member of the inclusion team or Mr Still BEFORE completing the form.

Remember – this form allows you to express a preference.

**It does not guarantee that it will be possible to study the courses that you indicate as all groups have to be viable to enable them to run.**

### CORE SUBJECTS TAKEN BY ALL STUDENTS

#### GCSE

- English Language
- English Literature
- Mathematics
- Religious Studies
- Combined Science B

#### NON EXAMINATION

- Learning for Life (Including Computer Skills and RSE)
- Physical Education

All students are required to select **one** subject from the EBacc section:

**EBacc**

You have chosen 0 of 1 courses from this list

<b>FRENCH</b> GCSE 9 - 1 Full Course <small>i This course is also available in Options</small>	<b>GEOGRAPHY</b> GCSE 9 - 1 Full Course <small>i This course is also available in Options</small>
<b>HISTORY</b> GCSE 9 - 1 Full Course <small>i This course is also available in Options</small>	

Students must then select their **two** preferred option subjects, along with **two** reserves.

**Options**

You have chosen 0 of 2 courses and 0 of 2 reserves from this list

<b>ART</b> GCSE 9 - 1 Full Course Reserve	<b>COMPUTER SCIENCE</b> GCSE 9 - 1 Full Course Reserve
<b>DRAMA</b> GCSE 9 - 1 Full Course Reserve	<b>FRENCH</b> GCSE 9 - 1 Full Course Reserve <small>i This course is also available in EBacc</small>
<b>D &amp; T Food Tech</b> GCSE 9 - 1 Full Course Reserve	<b>GEOGRAPHY</b> GCSE 9 - 1 Full Course Reserve <small>i This course is also available in EBacc</small>
<b>HISTORY</b> GCSE 9 - 1 Full Course Reserve <small>i This course is also available in EBacc</small>	<b>MEDIA STUDIES</b> GCSE 9 - 1 Full Course Reserve
<b>MUSIC</b> GCSE 9 - 1 Full Course Reserve	<b>DESIGN &amp; TECHNOLOGY</b> GCSE 9 - 1 Full Course Reserve
<b>P.E.GCSE</b> GCSE 9 - 1 Full Course Reserve	<b>TA Business</b> Level 1/2 Certificate Reserve
<b>TA Engineering</b> Level 1/2 Certificate Reserve	<b>TA Health &amp; Fitness</b> Level 1/2 Certificate Reserve
<b>TEXTILES</b> GCSE 9 - 1 Full Course Reserve	

**NB** Students that wish to follow the **EBacc** (English Baccalaureate) curriculum must select French and one of the Humanities (either Geography or History) – one as an EBacc choice (top diagram), and one as an Options choice (bottom diagram).

Remember – this form allows you to express a preference.

It does not guarantee that it will be possible to study the courses that you indicate.