



BE THE BEST YOU CAN BE



Oxford Spires Academy

KS4 Options Choices

2021

www.oxfordspiresacademy.org

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Principal's Welcome



Dear Parent/Carer

Year 9 is an important year as our students choose their options for the courses they will study at GCSE. To achieve the best outcomes for your child, we need to work together to encourage students to see the longer-term picture and to choose their options for the right reasons.

Not all students will know what they want to be or the direction in which they want to go when they are in Year 9. Their direction and career choices may change as they develop and get older. Options are about giving choices in the future, studying the subjects that they enjoy and making sure that they have a range of GCSEs and vocational options that will support their progress into university, employment or to high value apprenticeships.

It is important for all students to achieve a good pass in English and mathematics and where possible, to study English Baccalaureate (EBacc) subjects. The full EBacc may not be the best option for all of our students. This is where good support and guidance is crucial so that we can make sure that all students are studying the best qualifications for them.

We all want the absolute best for your son/daughter and we will support you fully throughout the option process. If you have any questions or queries then please do not hesitate to speak to us and we will provide you with the best information possible.

Our OSA values are based around us being the 'best version of ourselves.'

My Best Self, My Best Learning, My Best Within My Community

The Process

All students will study courses leading to the new GCSE or vocational qualifications.

Compulsory GCSEs

- English and English Literature
- Mathematics
- General Science (including Biology, Chemistry and Physics which are worth two or three GCSEs)
- Religious Education

Compulsory non-examination courses

- Physical Education
- Personal and Social Education (including Religious Education and Career and Citizenship)

Optional GCSEs

Students will select up to four further optional subjects from a broad range of other subjects. This booklet briefly describes all these courses to help students to make their choice.

Students should seek advice to be clear that they are making the right choice for them. Parents should help their son/daughter by asking them helpful questions. It is unlikely that subject choices will be career specific at this stage, but it is worth ensuring that no doors are closed to further study.

Students who select subjects which they enjoy and have ability in will reap future success. Choices should not be made based on friendship groups or teachers!

Pathways

It is important that subjects follow a curriculum that allows students to enjoy success. Some students will flourish following a pathway with mainly academic subjects. Others will enjoy greater success by following a pathway of academic and vocational subjects. Some students will benefit from pursuing fewer option qualifications and receiving additional maths and English support. All students will be expected and required to complete their option subjects to final examination. It is vital therefore that they select a pathway and subjects that they will fully commit to completing.

What is the English Baccalaureate (EBacc)?

The EBacc is not a qualification but it is a nationally recognised measure of performance. It is a set of subjects at GCSE level:

English Language and Literature

Mathematics

The Sciences

Geography or History

A Language

By following and doing well in EBacc subjects you will be following a pathway that is considered more academic and that offers a broad range of options post 16. The Russell Group of Universities (<http://www.russellgroup.ac.uk/>) recommend that students follow EBacc.

What are the distinct types of qualification?

GCSE - General Certificate of Secondary Education. The main qualification taken at the end of Secondary School. They are Level 1 and Level 2 qualifications depending on the grade achieved (Level 1 grades 1 - 4 and Level 2 grades 5 - 9). GCSEs are mostly assessed at the end of Year 11 in formal exams.

BTEC - The Business and Technology Education Council. BTECs are offered at two levels in KS4: Level 1 and Level 2. A BTEC focuses on practical learning skills as well as theory. As a vocational qualification BTECs are an opportunity to gain hands on experience. BTECs are assessed through a series of units. So, if you are choosing a BTEC you will have fewer end of year exams and must keep on top of your work as you progress through the course.

Level 1 certificate vocational related qualifications - similarly to the BTEC this is a vocational qualification.

What is the difference between Level 1 and Level 2?

Level 1 qualification offers the equivalent to GCSE grades 1 - 4. Students will find this level of qualification easier to access.

Level 2 qualification offers the equivalent to GCSE grades 5 - 9. This is a more challenging qualification.

Pathways and Option Subjects

EBacc Pathway

Geography GCSE and/or History GCSE

A choice of Spanish, French or German (students must have studied the language of choice at KS3)

Students then need to choose up to two further options so that they have a total of 4 options subjects.

BTEC/GCSE Pathway

Students study a mix of either four GCSEs and single BTEC subject or one double BTEC and two GCSEs/single BTEC subject.

Extra Maths/English Pathway

Students study a mix of three GCSEs and single BTEC subject or one double BTEC and one GCSE/single BTEC subject. Students will benefit from having fewer subjects to study and this will allow these students to have an extra maths and English lesson.

Building Success Pathway

Students' choices include level 1 subjects which will ensure that they experience success early on. These subjects can also progress to level 2 should the student progress well and take on extra units. Students will also have extra maths, English and study support available to them. Students can also choose a subject they are passionate about from the GCSE offer.

We will speak with students and parents that are best suited to follow this pathway.



Subject Choices Table

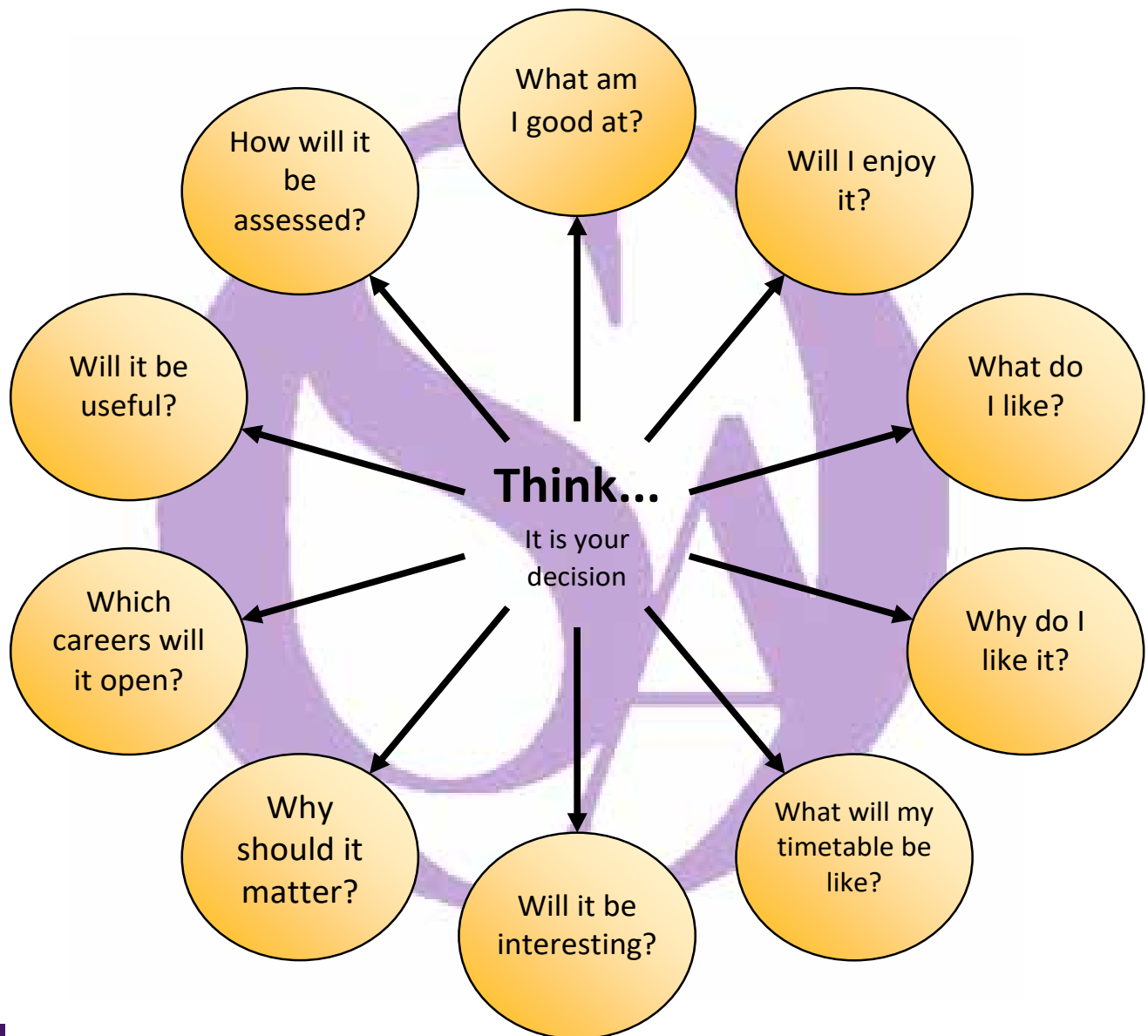
GCSEs	BTEC-Single	BTEC-Double (count as two option choices)	Recommended subjects for students suitable for the 'Building Success' Pathway
Art & Design	Creative Media Production	Sport	ASDAN
Computer Science	Sport	Hospitality & Catering	Level 1 Engineering* (count as two option choices)
Dance	Hospitality & Catering		Creative Media Production
Design & Technology			Hospitality & Catering (can be taken as a single or double option choice)
Drama			Sport (can be taken as a single or double option choice)
French			
German			
Geography			
History			
Media			
Music			
Spanish			
Sport			

EAL – Students who are not yet fully confident in English may choose to have two lessons of support from the EAL team in place of one of their option choices.

Students who wish to complete fewer qualifications may choose to have additional maths and English support (equivalent to one option choice). All students following the 'Building Success Pathway' have allocated an option choice of extra maths and English alongside study support.

*We realise that several students are extremely interested in a career in engineering. This course is suitable for those students who have this interest and need a course that is highly structured and easier to access. Students who are interested in engineering but need a more challenging choice should select Design & Technology.

Choosing subjects - How can I choose?



**But
who will HELP
me decide?**

Form Tutor

Subject Teacher

Parents

Mrs Fletcher

Head of Yr 9

Careers

Head of House /
Year

Please note that the syllabi may change from the detail herein as new syllabi are issued by the exam boards.

This course will be assessed through two exams: Paper 1 Fiction and Imaginative Writing; Paper 2 Non-Fiction and Transactional Writing.

Fiction and Imaginative Writing

- Section A - 19th Century extract
- Section B - Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract

Non-Fiction and Transactional Writing

- Section A - Reading: questions on two thematically linked, unseen non-fiction extracts
- Section B - Writing: a choice of two writing tasks, the tasks are linked by a theme to the reading extracts

Edexcel English Literature

This course will be assessed through two exams: Shakespeare and Post-1914 literature.

Section A - Shakespeare play: a two-part question, with the first task focused on an extract. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.

Section B - An Inspector Calls: one essay question.

19th century novel and poetry since 1789

- Section A - A 19th Century Novel
- Section B - Part 1: one question comparing a named poem from the Pearson Poetry Anthology 'Relationships' or 'Belonging' collection to another poem from that collection.
- Part 2: one question comparing two unseen contemporary poems.

English in Year 9

In Year 9, you will prepare for GCSEs by learning many of the skills you will need to be successful on the course. The Year 9 curriculum covers an exciting and broad range of texts and topics including novels such as *Of Mice and Men*; a poetry unity that focuses on the presentation on conflict; work on a Shakespeare play and a detailed analysis of the film *The Help*.

The key development in your thinking will be learning how to succeed in exams and assessments so that you can get off to a flying start at GCSE. This will involve close analysis of texts, shared and guided writing, note-making and intensive preparation before showing what you have learned in assessments.

All of this will help you prepare for Edexcel GCSEs in English Language and Literature.

You will study three years of mathematics. The teaching will be widely varied and will include group work, individual work, investigational work and independent study.

You will study and develop various mathematical techniques related to numeracy (working with numbers), algebra (working with unknown quantities), geometry (working with shapes) and data handling (working with real-world information).

In addition to the content of the GCSE Mathematics course, you will also develop skills in reasoning, forming logical arguments, spatial awareness and interpreting and communicating skills.

Your assessment will take place after three years of study.

The assessment for this course is purely examination based, with three exams lasting 90 minutes each. Only one of the exams will be non calculator. If you have any questions about GCSE Mathematics then see your class teacher or speak to Mr Finch.

Religious Education *Course Title Religious Studies (9-1)*

The course is split into three main sections. At the end of Year 10 students will be able to choose the second religion to specialise in from Buddhism or Islam. Each year students are given a bespoke course book that contains all the notes they need for class and for revision. It also has spaces to complete exam practice questions and space for feedback and crucial redrafting to increase progress.

Religious Ethics

Students will look at a variety of topics: Issues of relationships, Issues of good and evil, Human rights and Issues of life and death based on Christian ethics.

Christianity

Teachings, beliefs - This includes the life and teachings of Jesus, confirmation, Eucharist and different types of worship.

Practices – This includes teaching about infant and adult baptism, confirmation, Eucharist and different types of worship.

Islam

Teachings, beliefs - This includes the life and teachings of Muhammad (pbuh), beliefs about God (Allah) and beliefs about life after death.

Practices - The Five Pillars of Islam, festivals and Jihad

Religious Education helps students to develop the core critical thinking and interpersonal skills they will require in life.

Exploring a range of philosophical and ethical issues from a wide variety of perspectives. These will include Christian, Humanist and Buddhist/Islamic views. Students will develop the ability to empathise with and think critically about the ideas and the different responses to them before formulating their own conclusions.

Course Title: Combined Science (Trilogy) GCSE or Biology GCSE, Chemistry GCSE and Physics GCSE (Triple Award)

Course Content

All students study the academic content of the Combined Science GCSE with the aim of helping them to make sense of the science they come across in everyday life. They come to appreciate what science can tell them about themselves, the environment and the universe. The Combined Science GCSEs are designed to meet the diversity of students' needs and aspirations and is a double GCSE giving students a double grade worth twice as much as all other GCSEs. Students will study the moral and ethical issues behind current science in the news. They are encouraged to assess the risk behind the science they come into contact with every day and start to make decisions based on scientific knowledge and scientific methods which will help them in decision making throughout their lives.

Students will study genetics, the human body, evolution, how the body behaves in extreme conditions, growth and development and the brain and mind in biology lessons. In chemistry, students study air pollution, how materials are made, the chemistry of salt, the periodic table, chemicals in the natural environment and chemicals in industry. In physics, students study the universe, the electromagnetic spectrum, the generation and use of electricity, forces, electricity and radioactivity.

Year 10 course outline

In Year 10 all pupils will study biology, chemistry and physics following the same curriculum. Some classes will follow a foundation tier path that allows them more time to concentrate on core elements of the subject. There is a focus on practising the many skills needed for success at GCSE such as experimental procedure and accuracy with technical language

Triple Science

Towards the end of Year 10 some students will begin to study Triple Science, this involves studying an extra GCSEs worth of content over the remaining teaching time of the course without extra teaching hours.

The decision is made on a pupil by pupil basis depending on aptitude shown in assessments as well as teachers' judgement as to whether they can still be successful in completing three GCSEs to a high standard or if focusing on getting two strong grades would be better for the pupil.



NEA - Portfolio (60%), Exam – Final Piece (40%)

Art and Design GCSE provides a wonderful foundation for A Level Art and many art based future careers – ranging from fashion design to advertising. If you enjoy;

- Developing your visual skills
- Experiencing new and exciting materials, techniques and processes
- Being creative, enthusiastic and imaginative
- Experimenting and taking risks with your work
- Working both individually and in groups

Then GCSE Art and Design is the ideal subject for you. The GCSE covers a range of activities and in-depth written assignments. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. There are a wide range of options within the different endorsements, or you may choose to work in several areas. Whatever you choose, the main aim of the course is to develop your visual language skills and for you to build a comprehensive portfolio of work to progress to further courses or employment.

Component 1

Your portfolio of work will be internally and externally moderated. The portfolio is made up from both coursework and exam work. The coursework (60%) is developed through Years 10 and 11. Coursework will include a range of research, written analysis and practical responses which all build up to a refined final piece.

Component 2

You will also create an exam portfolio (40%) which you'll develop and prepare for over several months in Year 11 and will lead to a final 10 hour exam.

Course Content – Year 10

In Year 10 you will complete work on natural forms, focusing on observational drawing - developing skills in recording ideas and creating refined responses. You will develop artist presentation pages and practical response to various artists. Analytical skills combined with exploring, selecting and reviewing techniques and processes will help develop your personal response.

Course Content – Year 11

In Year 11 you will continue to work on projects started in Year 10, refining your artistic responses. You will receive the exam board brief and start to create your portfolio to support your final 10 hours exam.

What can I do with a GCSE in Art and Design?

It teaches life skills – how to undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative and cultural understanding. The study of art helps students develop transferable skills that they can take into any career or job. You need Art and Design for particular careers in fields such as advertising, marketing, design, architecture, publishing in the media where the subject is directly applicable.

Do you enjoy maths and science and want to apply your skills in a practical way? Are you creative, an all-rounder and enjoy the challenge of complex problem solving? Do you enjoy the challenge of writing well-structured arguments? Do you have a passion for computer technology? Are you fascinated by computer code and want to learn the Python programming language? If so, then GCSE Computer Science is the ideal course for you!

There will be two written exams, each worth 50% of the total mark. Both exam papers are non-calculator papers. During the course you will complete several programming projects, teaching you knowledge and experience needed in section B of the second paper exam.

The OCR J277 course provides excellent progression into AS and A Level Computer Science (H046 & H446).

Paper 1 Computer systems – 80 marks – 90 minutes

- Systems architecture, memory and storage – how computers are designed and work.
- Data representation – how numbers, characters, sound and images are stored as binary codes.
- Wired and wireless networks – how computer networks are designed and work.
- Systems software and security – the role of the operating system and keeping networks safe.
- Ethical, legal, cultural and environmental concerns

Paper 2 Computational thinking, algorithms and programming – 80 marks – 90 minutes

Section A: 50 marks

- Computational thinking and algorithms – methods for sorting and searching lists.
- Logic and languages - Boolean logic and computer related mathematics.
- Programming – in Pseudocode & Python culminating in a coding projects using arrays, files and string handling. This experience is tested in section B.

Section B: 30 marks

- Assesses students' practical programming skills and their ability to design, write, test and refine programs.

Career paths include:

Computer Technicians/Manager

Computer Programmer

Games Designer

Website Designer

Systems Architect

Database Designer/Manager

Big Data Analyst

Network Engineer

Cyber Security Professional

- NEA Practical – Exploring Media Products (30%)
- NEA Practical – Developing digital media production skills (30%)
- Examined Project - Create a media product in response to a brief (40%)

The BTEC Tech Award in Creative Media Production, is a hands-on course that gives you a taste of what working in a creative media sector is really like. It will give you the skills and confidence to go on to higher qualifications and apprenticeships as well as learning many transferable skills such as self-reflection, communication, teamwork and problem solving, all of which will help you in other subjects. You will develop technical skills and techniques, produce a digital media product and review and reflect on the process and outcome.

Component 1 – Exploring media products

You will learn about the different types of media products across the sector. You will explore audio and moving image; TV programmes, films, video shorts, animations, radio broadcasts. You will then move on to look at publishing; newspapers, magazines, books, e-magazines and comics. Finally, you will study interactive media, this includes; websites, mobile applications, mobile games, video games, online games.

Component 2 – Developing digital media production skills

In Component 1 you learnt about audio and television, publishing and interactive media and in Component 2 you develop your practical skills in audio and television, publishing and interactive media. You will experiment with a variety of production skills, apply the technical skills you learn, reflect on your progress creating action plans for development and improvement.

Component 3 – Create a media product in response to a brief

This external component builds on knowledge, understanding and skills you have acquired and developed in Components 1 and 2. You will apply your practical skills to the creation of a media product in response to a brief. You will submit your ideas, pre-production planning and final media product in a portfolio of evidence.

Course Content – Year 10

Introduction to; TV programmes, films, video shorts, animations, radio broadcasts, newspapers, magazines, books, e-magazines, comics, websites, mobile applications, mobile games, video games and finally online games. Developing skills in both theoretical understanding and practical application. You will make three media products; one audio/television, one publishing and one interactive media.

Course Content – Year 11

In Year 11 you will consolidate Component 1 and Component 2, recapping on core concepts before moving onto the set brief where you will make a final media product with supporting portfolio.

NB, There is no final exam for the Creative Media Production BTEC, however, the constant assessment nature of the course mean students need to be organised recording their progress in a variety of way.

- NEA Practical – Choreography (30%)
- NEA Practical – Performance (30%)
- Written Paper – Dance Appreciation (40%)

Dance GCSE provides a wonderful opportunity for students who love to dance but also want to develop a deeper theoretical understanding of dance. It is a physically demanding course, where core strength and physical fitness play a large part in your success. If you are interested in;

- Creating your own choreography for performance
- Learning and performing set pieces and motifs
- Excited to learn about all styles of dance
- Interested to develop a deeper understanding and appreciation for dance theory

GCSE Dance is an exciting new course that might be perfect for you. If you dance or do gymnastics outside of school this will be beneficial but not essential. You do, however, need to be fit as the course is very practical and requires a high degree of commitment and motivation.

Component 1

Performance

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

Choreography

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

Component 2 – 1hr 30 minute written exam- Dance Appreciation

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional work

Course Content – Year 10

In the first year you will look at the six set works for Component 2 – making links and developing your understanding in order to help shape your own performance and choreography work. You will look at a range of different dance styles and fusions of style, a selection of established and emerging choreographers, a variety of choreographic approaches, different choreographic structures and inclusive dance and dance influenced by other cultures. You will explore working as a soloist, in duets and trios and as a large ensemble.

Course Content – Year 11

In the second year you will complete both your performance and choreography performances and consolidate your knowledge and understanding for Component 2. Much of the course is practical in order for you to understand the theory behind the practice.

This subject is taught through design and make tasks (DMTs), practical tasks which provide pupils with a vehicle to develop their knowledge of materials and processes and the application of both to solve material problems.

The subject is not material specific and will require pupils to develop skills and knowledge working with a range of materials. At Oxford Spires we develop core knowledge before specialising in a chosen material for the external examination.

DMTs allow you to practice the process of designing, through research and development, evaluation, experimentation, modelling and making in a variety of materials.

Theory lessons will include product analysis (looking closely at existing products), health and safety at work, methods of production, design in general through the work of famous designers in different fields and studies of the design movements that have influenced contemporary designing.

All candidates will be assessed on a design and make task (50%) and an external exam with a context of design in the 21st Century (50%)



NEA - Devising (40%), Visiting External Examiner - Performance from text (20%), Written Paper - Theatre Makers in Practice (40%)

Drama GCSE is about developing life skills, being creative, performing and working collaboratively. If you enjoy working in groups often under pressure, sharing ideas, negotiating, discussing and performing, creating and performing, reflecting and reviewing your work and the work of others, watching live theatre and analysing the impact on the audience - Drama GCSE could be for you!

You will practically explore a range of stimuli, take responsibility for your own creative decision making, organise rehearsal time - in order to refine and develop your own scripted and devised pieces for performance. The ability to evaluate your work and the work of others, is essential – this is done through a written portfolio that documents the process of creation. You are encouraged to see as much live and live streamed theatre as possible, ‘magpieing’ ideas to shape your own practitioner inspired performances, gaining a deeper understanding of the role of; actor, designer and director. Drama at GCSE is great fun but academically very challenging, it places a heavy emphasis on high quality performance and academic understanding – it’s for the confident and creative who want to be centre stage!

Component 1- Devising

You will create a piece of original drama based on a given stimuli – this may be a book, poem, picture or piece of music. As you create your performance you make a written record of the creative process. After you have performed your piece of original devised drama to an audience, you will reflect on the creative process and analyse its success by means of a written portfolio. The written supporting portfolio is made up of six questions, designed to guide your individual evaluation.

Component 2 - Performing

You will perform two sections from a published script for an external examiner. These can be monologues, duologues and ensemble pieces involving up to six performers. It is advisable for you to pick two different groupings – for example a monologue contrasting with a ensemble, however, they must come from the same text. You will also need to complete a short, written rationale that explains your creative intention.

Component 3 – Theatre Makers in Practice

Finally, a written exam draws together the practical and theoretical elements of drama and theatre. You will complete a live review based on a piece of live or live streamed theatre you have seen and studied. You will study one performance text as an actor, as a designer and as a director in order to answer questions on *The Crucible* by Arthur Miller.

Course Content – Year 10

In Year 10 you will complete a unit on practitioners, to gain understanding in how to create work in a specific style. You will learn how to use a range of explorative strategies, to develop ideas for the given stimuli for Component 1. You will complete Component 1 – both the original performance and written portfolio (40% of the course). Finally, at the end of Year 10 you will complete a mock Component 2 performance exam.

Course Content – Year 11

In Year 11 you will complete your scripted performance exam and after Christmas you will start the preparation for the Component 3 exam exploring *The Crucible* by Arthur Miller. Work you have completed in Component 1 and Component 2 will also help you understand the role of actor, designer and director.

This qualification has been developed predominantly for young people aged 14-16 in full time education who are interested in a career in engineering and would like to acquire a basic level of knowledge and understanding about the engineering sector.

Pupils will demonstrate their engineering capability by accurately producing practical work from a working drawing provided by the exam board. These will be supported by a written report detailing how the tasks were completed.

What does this qualification cover?

This qualification has one core mandatory unit which provides learners with an introduction to working in the engineering sector, and 18 optional units from which learners will select 4 units. Each of the units consist of practical tasks which are supported by a written report.

Areas that the units cover are:

- Introduction to Machining Engineering Materials
- Introduction to Cutting, Forming and Assembling Engineering Materials
- Introduction to Joining Engineering Materials
- Introduction to Electronics

What could this qualification lead to?

Typical job roles include: Mechanical Fitter, Maintenance Engineer, Manufacturing Engineer, Electrical Engineer, Electronics Engineer, Sheet Metal Worker and CNC Operator.



This qualification in Hospitality and Catering is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food origin and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical skills, development and understanding of the food and catering practices and industry.

Food preparation skills are integrated into five core topics:

- Understanding hospitality and catering industries
- Health and safety
- Food, nutrition and health
- Meeting customer needs
- Operating hospitality businesses

Unit 1 Hospitality and Catering exam

Written examination: 1 hour 30 minutes (40% of the qualification) (90 marks)

This will assess students knowledge and understanding in relation to the 5 core topics. The exam will have a range of short and extended answer questions.

Unit 2 Practical Controlled Assessment

Non-examination assessment: internally assessed, externally moderated.

9 hour practical exam

60% of qualification (120 marks)

Students receive and respond to a learner assignment brief over a time frame of 9 hours

- 3 hours - To research
- 3 hours - To identify and plan meal
- 3 hours - To make and present two high quality dishes that meet the assignment brief requirements



The course will develop students to become effective, independent and resilient learners and use historical enquiry to enhance critical and reflective thinking. Students will develop the ability to ask relevant and considered questions about the past and to critically investigate historical issues and sources.

Changes in Crime and Punishment in Britain, c.500 to the present day

Vagrancy, heresy and treason in the 16th Century and 17th Century; the growth of smuggling and highway robbery in the 18th Century; Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century.

Germany in Transition, 1919-1939

The aftermath of WWI on Germany. Issues faced, 'Golden Age' and the failure of the Weimar Republic. Hitler's process to becoming the Fuhrer, the use of propaganda, rallies, radio and cinema in controlling the German people. Resistance of the German people and causes of WWII.

The Development of the USA, 1929-2000

The causes and consequences of the Wall St. crash and the Republican response. The development of the status of black Americans through Little Rock High; Montgomery Bus Boycott; the roles of Martin Luther King and Malcolm X. Changes in youth culture and student protest including the changing role of women. International relations change in the Cold War such as; the Cuban Missile Crisis; US involvement in Vietnam. As well as changes in music, entertainment, media and literature.

Elizabethan England

The coronation and popularity of Elizabeth I. The importance of popular entertainment; cruel sports; the Elizabethan theatre. Contrasting lifestyles of rich and poor; homes and fashion. Causes of poverty; issues of unemployment and vagrancy. The fate of Mary, Queen of Scots. Reasons for the Armada; war in the Netherlands. Course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain. Catholic and Puritan threats to Elizabeth's life.

This is a linear qualification in which all exams are taken at the end of the course in the summer of Year 11. All assessments will be by examination. Exams will look for students to demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied. History is a useful qualification for those who wish to go onto study any A level subject. The GCSE is also looked for by universities and can assist in jobs such as journalism, law, teaching, politics or media.

Why should you choose this subject?

Have you heard that the flap of a butterfly's wing in the Sahara can lead to a hurricane over the Caribbean? Geography will help you understand where this idea came from and why it is improbable. Studying geography at GCSE will help you to understand many aspects and features of our complicated world. It is a subject about the past, present and the future. You should take this course if you are interested in the world around you and want to understand more about people, places and the environment. Geography also helps prepare you for a wide range of careers and is a qualification that is favoured by employers in this country and beyond!

How will I learn?

In geography lessons, you will get the chance to make BIG decisions about the planning and management of major projects, investigate crimes and the expensive mistakes made by the worlds' superpowers! You will use ICT to help you learn about real life issues and you will visit some different places to experience what you have learnt about in class. This will build on the skills and knowledge you learnt in Year 8 and Year 9 and develop your thinking so you will be able to succeed in exams and assessments, and get you off to a flying start at GCSE.

How will I be assessed?

There will be three exams and each one will be 1 hour and 30 minutes long.

Paper 1 – Global Geographical Issues will assess topics including: hazardous earth, development dynamics and the challenges of an urbanising world.

Paper 2 – UK Geographical Issues will assess topics including: The UK's evolving physical landscape, the UK's evolving human landscape and geographical investigations (fieldwork).

Paper 3 – People and Environment Issues is a decision making assessment. The topics included in this include: people and the biosphere, forests under threat, consuming energy resources.



Written Paper – Exploring the Media (30%), Written Paper – Television and Film (30%), NEA - Creating Media (40%)

Media GCSE provides a wonderful foundation for A Level Media with a view to study at university. If you are interested in;

Advertising, print media, the portrayal and representation of gender and politics in the media, video games, the music industry and film and television - GCSE Media may be the subject for you!

The course focuses on developing the skills and knowledge surrounding representation in advertising, video games and newspapers, specifically focusing on gender. You will explore the music industry, specifically focusing on media language, representation, media industries and audiences. You will explore television and contemporary Hollywood film developing an understanding of media industries and audiences. You will work as individuals and small groups and are encouraged to practically explore concepts in order to contextualise theoretical understanding. It's worth noting GCSE Media – isn't about watching telly, playing video games or going to the cinema on a Saturday, it's about understanding the theory behind a multi-billion-dollar industry.

Component 1 – 1 hr 30-minute written exam

Section A: Representations – advertising, video games and newspapers. This section will assess knowledge and understanding of the representation of gender and events in relation to any of the media forms studied – advertising, video games and newspapers.

Section B: Music - This section will assess knowledge and understanding of media language, representation, media industries and audiences.

Component 2 – 1hr 30-minute written exam

Section A: Television - this section will assess knowledge of media industries, audiences, media language and representation.

Section B: Contemporary Hollywood Film - This section will assess knowledge and understanding of media industries, audiences and media language.

Component 3 – Media Production

You will complete research, planning, production and reflective analysis on one of the following areas of the media - television, film, magazines, music and advertising

Course Content – Year 10

In Year 10 you will complete Component 1 Representations and Music plus Component 2 Television. You will complete a mock Component 3 project to prepare you for the 'real thing' in Year 11.

Course Content – Year 11

In Year 11 you will Complete Component 2 Contemporary Hollywood Film, the 'real' Component 3 Media Production project to a given brief from the exam board and consolidate knowledge and work on exam techniques for Component 1 and 2.

If you enjoy communicating with others, finding out how language works and discovering different countries and cultures then you will excel in Modern Foreign Language GCSE.

This subject will enable you to share your interests and opinions with other speakers of your chosen language. You will have an international dimension to your GCSEs, which is increasingly important and sought by higher education institutions as well as employers.

You will develop a range of skills which will be useful in whatever career route you choose, for example, the ability to communicate effectively with others, to speak out in public, to use different problem-solving strategies and so on. All of this will give you opportunities to work abroad or for British companies who have international links. Employers are increasingly looking for those who are able to offer a foreign language.

The language, grammar and skills you have already learned during Key Stage 3 have prepared you to take on a GCSE in your chosen language.

You will build on the topic areas you have been studying and have the opportunity to move on to new topic areas such as basic language of the internet, job advertisements/ applications, work experience, customer service and transactions.



NEA-Performing (30%), NEA-Composing (30%), Written Paper-Listening and Appraising (40%)

Music GCSE is about being the best musician you can be. It will provide you with the opportunity to;

- Develop your performance skills (ideally grade 3 or above)
- Develop your composition skills
- Work on improving your listening, appraising and theoretical understanding of music.

If you want to develop these skills and already play a musical instrument or sing, music would be a great choice for you! You will work collaboratively with other musicians on ensemble performance tasks, you will also gain experience of using a range of music programmes; Sibelius and Logic to compose, providing the perfect foundation to go on and study Music A level or Music Technology. The final written exam is based on a range of music taken from various periods and genres, designed to engage and challenge your understanding of music. If you do not play an instrument, read music and have a good understanding of music theory – you will be at a massive disadvantage. Music GCSE is very different from music at KS3.

Component 1- Performing

You will take part in numerous performances over the duration of the course. For your final submission you must submit two performances, a solo on your main study instrument and an ensemble. These can be taken from work completed in school, work completed with bands and ensembles outside of school or with various bands and choirs – for vocalists. The assessment is all based on your ability to play an instrument or sing to a high standard.

Component 2 - Composing

You will complete several compositions over the duration of the course – a range of ‘free’ compositions and composition work that must be completed to a given brief. At the end of the course, you will submit your best response to a given brief and your best ‘free’ composition. Once again, the quality of your composition will be significantly better if you already have a good understanding of basic music theory before starting GCSE.

Component 3 – Listening and Appraising

Finally, a written exam draws together the practical and theoretical elements of music. This unit is subdivided in four Areas of Study (AoS). You will need to know and understand music from a range of different periods and places; AoS 1 – Instrumental Music 1700 -1820, AoS2 – Vocal Music, AoS 3 – Music for Stage and Screen and AoS 4 – Music Fusions. There are both short answer questions, dictation questions and an extended response essay style question.

Course Content – Year 10

In Year 10 you will complete a units on: Musical Language and Composition using a range of computer programmes. Performing, Music Theory and Music Vocabulary. Ensemble Performing and Music Theory plus develop knowledge on all four AoS for Component 3.

Course Content – Year 11

In Year 11 you will complete units on: Analysis and Listening – Consolidation of AoS. Final Solo and Ensemble Performances, Final Compositions and Exam Technique and Preparation.

Assessment

This is a linear qualification, this means that all students will sit their exams and submit non-exam assessments at the end of the course. You will be assessed across two exam papers (worth 60% of the GCSE) and practical performance (worth 40% of the GCSE).

Unit 1

In unit 1 students study the human body and movement in physical activity and sport.

You will learn applied anatomy and physiology (the human body and how it works in sport), movement analysis, physical training and how to interpret data.

Unit 2

In this unit students will study socio-cultural influences and well-being in physical activity and sport.

You will learn socio-cultural influences on sports participation, sports psychology, health, fitness and well-being and how to interpret data.

Non-examination assessment

You will be assessed across a range of sports, whereby performance in 3 sports will be selected as your assessment. You will be assessed in the role of performer/player in a team and individual sports. You will also learn how to analyse performance to bring about improvement in your chosen sport.

On completion of this course, students will be able to access the Level 3 (Post-16) courses in sport and physical education with a view to working in the sporting industry.



Level 1/2 First Award in Sport

EXAM BOARD
Pearson Edexcel

For students who suit primarily coursework and practical-based assessment, the Level 1/2 First Award in Sport offers an alternative curriculum for qualification. Each unit is closely linked with the other 3 and students are expected to be able to transfer their knowledge between each unit leading up to the final examination (online assessment) in Unit 1. This course is ideal for students who are interested in taking their PE further with options to continue studying Level 3 Sport in the 6th Form.

- Unit 1: Fitness for Sport and Exercise (25%) – externally assessed examination
- Unit 2: Practical Performance in Sport (25%)
- Unit 3: Applying the Principles of Personal Training (25%)
- Unit 6: Leading Sports Performers (25%)

My Pathway and Choices

Name: _____

Tutor Group: _____

Once you have discussed your options with your family, tutor and where necessary Head of Year / Head of House / Mrs Fletcher, you should be ready to complete this form and return it to Mrs Fletcher.

This must be handed in to your tutor before the deadline on 18th May 2021

Pathway - tick the box for your preferred pathway

- EBACC Pathway
- BTEC/GCSE Pathway
- Extra Maths / English Pathway
- Building Success Pathway - (If selecting this please print the name of teacher consulted here _____ . If you have not done this, please see either Mrs Fletcher, Ms Wilkinson or Mr Brown to discuss your suitability for this first.

Subject Choice - EBACC and BTEC/GCSE Pathway

- 1.
- 2.
- 3.
- 4.

If you choose a double BTEC then you need to write this against two choices. Should you require EAL support write this against one of your choices.

Reserve choice: _____

We want to make sure that students can follow their selection of choices. However, there are occasions when the constraints of timetabling make certain combinations impossible. In these cases, we will talk with students to check their reserve choice.

Subject Choice - Extra Maths/English Pathway

- 1.
- 2.
- 3.

If you choose a double BTEC then you need to write this against two choices. Should you require EAL support write this against one of your choices.

Reserve choice: _____

We want to make sure that students can follow their selection of choices. However, there are occasions when the constraints of timetabling make certain combinations impossible. In these cases, we will talk with students to check their reserve choice.

Name: _____

Tutor Group: _____

Building Success Pathway

Tick the choices that you wish to study - to a value of 3

Subject	Value	Tick your choice
ASDAN	1	
Lvl 1 Engineering	2	
Hospitality & Catering - Single	1	
Hospitality & Catering - Double	2	
Sport - Single	1	
Sport - Double	2	
Creative Media Production	1	
GCSE - Print subject name	1	
If you require EAL support, select here	1	

You will also have extra Maths and English study support.

Important Key Date

Tuesday 18th May 2021 - Choices forms due to Mrs Fletcher