



**Midhurst Rother College**

The best in everyone™

Part of United Learning

# **Year 10 and 11 GCSE OPTIONS 2021-2023**

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Letter from the Assistant Principal

Making Your Choices

Key Stage 4 Pathways – including Ebacc

## Core Subjects

English  
Mathematics  
Science  
PE (Core Sport)  
PSE (Personal and Social Education)  
RP (Religion and Philosophy)

Every student **MUST** study **all** of the Core Subjects. You do **NOT** have to choose any of these on the options form.

## Optional Subjects

Business Studies (GCSE and BTEC)  
Computer Science  
Creative iMedia  
Dance  
Design and Technology: Hospitality and Catering  
Design and Technology: Product Design  
Design and Technology: Textiles  
Technology Drama  
Fine Art  
Geography  
History  
Modern Foreign Languages (French, German, Spanish)  
Music  
Photography  
Physical Education (GCSE and BTEC)  
Psychology  
Religion and Philosophy  
Sociology

Options Form



February 2021

Dear Student and Parent/ Carer

Our key focus at Midhurst Rother College is to make sure you are well prepared for your future and that you can achieve your very best examination results. This is an exciting time in your secondary education and choosing your courses for Years 10 and 11 is a big decision. This options booklet will help you make informed and mature choices. The following pages explain which decisions you now need to make.

## STEP ONE: Identify your Pathway.

Please read the pathway information at the start of the booklet carefully before deciding which pathway you should follow.

The English Baccalaureate (EBacc) demonstrates that you have a broad foundation in core subjects, which will stand you in good stead for life at university and beyond.

It is our belief that the full **EBacc pathway** provides the basis for a broad and balanced range of GCSE courses which will help to equip you for your future education, life and career. The EBacc route provides a traditional and academic curriculum. Students who are in sets 1 or 2 for maths would be expected to follow this pathway, whilst students from other sets may also want to do so.

**Triple Science** allows students to study all three sciences in more depth than the combined course. This is available to students achieving an ARE grade 6 or more in science. All students on this pathway would be expected to be in sets 1 or 2 for maths and therefore take the full EBacc qualification pathway as well.

For those students who would prefer not to commit to the full EBacc pathway then you should choose the **GCSE pathway**. You should still pick one of the EBacc subjects.

**All three** of these pathways will result in 10 GCSEs (or equivalent) being studied.

If you are not sure if you are expected to follow this, please speak to your form tutor.

## STEP TWO: Read the descriptions of the core subjects.

All students will cover courses in: English (language and literature), mathematics and science.

You will also continue to be taught core sport, RP and PSE (all non-examined).

## STEP THREE: Read through the descriptions of the option subjects

## STEP FOUR: Discuss your choices with your form tutor, pastoral leader, subject teachers and at home.

- Have you chosen the correct pathway?
- Have you chosen subjects you enjoy?
- Have you considered the subjects in which you have most success?
- Have you made independent choices (not those chosen by friends or based on preference for a particular teacher)?
- Have you got a good balance of subjects covering all your interests?
- Have you chosen subjects which will allow you to follow any specific career plans you have?
- Have you asked lots of questions and researched your options?

**STEP FIVE: Fill in your Options Form.**

Tick the pathway and then the subjects that you would like to be considered for. Please then number your choices in order of preference. (Number **1** is your **top** choice, number **5** becomes your **reserve**.)

We make every effort to give all students their first four choices, but it is highly likely that the fifth subject will have to be allocated for quite a lot of students. Unfortunately, despite our best efforts, sometimes we will need to ask for a further reserve subject (a subject may not have enough students to run it, have too many students in it or your combination may just not be possible). If this is the case then I will inform both student and parents and discuss what choices are then available to you. Everyone will receive a letter confirming your option choices during the latter part of the summer term.

We also understand that you may change your mind after handing in the form, or after receiving your allocations. Please tell us as soon as possible and we will see if we can provide for the changes or explain why they are not possible.

If you are unsure about any of the steps above, if you want to speak to someone about different courses or if you want some help filling in your form, your Form Tutor, Mrs Pickett or I will be very happy to help you.

Yours sincerely



Mr Kevan John  
Vice Principal



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## Midhurst Rother College Key Stage 4 Pathways 2021-2023

- Midhurst Rother College offers **three** different pathways for students in Years 10 and 11 to cater for the widest range of interests and needs.
- Please read through the information below to see which pathway you should follow. Make sure that you discuss this at home and then with your teachers in live lessons, or email, before making your final choices and handing in the options form.
- Subject teachers, your Pastoral Leader and your form tutor will be able to help guide you towards making appropriate choices which will enable you to fulfil your potential, be successful and really enjoy the next two years.
- We include some Ebacc and some general university entry requirements below to help to guide some of your choices.

### What is the 'EBacc'?

The 'EBacc' is the English Baccalaureate, a term applied to a specific selection of qualifications at GCSE. Some schools have changed their curriculum to ensure that all students take this combination of subjects. At Midhurst Rother College we do not feel this would be the appropriate combination of courses for all our students, but we do **think that it is appropriate for the majority**. For those not selecting this pathway we still expect that all students choose at least **one** EBacc subject (as indicated on the options form) to provide essential 'breadth' to your studies.

**Most** students will therefore be expected to consider choosing **History or Geography** as well as **a Modern Language** (in addition to 2 other options). Many universities, often the Russell Group, consider this combination of subjects desirable.

The 'EBacc' subjects are:

- English Language
- Mathematics
- Science
- Computer Science
- History or Geography
- Modern Foreign Language

## What is essential, what is preferred and what is useful for university courses?

If you are contemplating a pathway of further education and/or you have specific career ideas, it is important to bear in mind that some jobs and courses need particular GCSE results to continue your education on to university. Some courses might specify a certain number of 9- 1 grades at GCSE. Please take some time to research or ask about specific qualifications/entry requirements. Please note that the list below is not exhaustive but intended as a guide.

### Popular Course Requirements for University

| <b>Degree Course</b>   | <b>Possible Requirements</b>   |
|------------------------|--|
| Art Foundation courses | Art GCSE and A Level plus a good portfolio. Some institutions may accept Design and Technology depending on the course |
| Biology                | Biology and another science (normally Chemistry) or Maths  |
| Chemistry              | Chemistry, and sometimes Maths and /or another science   |
| Dentistry              | Chemistry plus Biology usually required. Check individual institution  |
| Economics              | Many universities require Maths GCSE and A level   |
| Engineering            | Maths and Physics (or Maths and Chemistry for Chemical Engineering)  |
| Law                    | Any but preferably "academic, not law" high grades will be necessary   |
| Medicine               | Chemistry, usually Biology   |
| Natural Sciences       | Maths required at most institutions  |
| Physiotherapy          | One science subject is usually required  |
| Psychology             | A science subject is usually required and a good pass in Maths GCSE  |
| Sports Science         | Some universities required Biology and another science   |
| Veterinary Science     | Chemistry and one or two other sciences  |

## Pathways

### Triple Science and Ebacc Pathway

|                               |  |
|-------------------------------|--|
| <b>Triple Science + EBacc</b> | English Language + Literature + Mathematics + Biology + Chemistry + Physics + History OR Geography + Modern Language, <b>+1 other option, core Sport, RP and PSE.</b> Students <b><u>need to get ARE grade 6 in Science</u></b> to be accepted for Triple Science. |
| Likely progression routes:    | A level courses at MRC, followed by higher education.  |

### Ebacc Pathway

|                            |  |
|----------------------------|--|
| <b>EBacc Pathway</b>       | English Language + Literature + Mathematics + Science (Combined) + History OR Geography + a Modern Language <b>+2 other options, core Sport, RP and PSE.</b> Students who are in set <b>1 or 2 for Maths</b> are <b><u>expected</u></b> to be on this or the Triple Science pathway. Other students may wish to choose it as well. |
| Likely progression routes: | A level courses at MRC. Followed by higher education   |

### GCSE Pathway

|                            |   |
|----------------------------|---|
| <b>GCSE Pathway</b>        | English Language and Literature, Mathematics, Science (combined), <b><u>one Ebacc subject</u></b> + <b>3 other options, core Sport, RP and PSE.</b> |
| Likely progression routes: | Level 3 courses at MRC or Level 2 courses elsewhere, followed by further training, employment, College or higher education                          |

# English Language

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

**Qualification:** GCSE

**Exam Board:** AQA

**Contact Teacher:** Mrs N Parsons

## **Why study English?**

This course will give you a command of the English language invaluable to you throughout your personal and work life by exposing you to a wide range of the spoken and written word, as well as different creative writing styles. This course is accompanied by the teaching of English Literature and students will take the two courses in tandem. Students are required to study English Literature to certify this English Language GCSE course. Achieving a good grade in English is essential for entry to all higher education courses and virtually all careers.

## **Course details:**

All students will read a variety of fiction and non-fiction texts. Students will need to understand literary texts and respond to them, appreciating how writers use structure and language to relay information. From the study of reading materials, students will be able to improve their own writing abilities; this means writing for a range of audiences. Students will need to understand and convey facts, ideas and opinions; express themselves imaginatively; show a sense of style; specifically in writing, show knowledge and understanding of sentences, paragraphs, punctuation and spelling. The GCSE is 100% examination. As part of their learning, students will sit internal examinations to experience the feeling of a real exam, to monitor their progress and personalise their revision. Speaking and listening marks will be given through the assessment of a presentation on a topic of their choice. Although this assessment does not contribute to the final GCSE grade, a separate, nominal grade will be given. (Pass, Merit or Distinction.)

## **How is the course taught and assessed?**

Students will be given regular homework that feeds into the unit they are studying at the time. A rough guide to how much time students spend on homework is one hour per week, although this may vary where a student is asked to complete an entire practice paper. Internal assessments will enable teachers to predict a student's grade accurately. These assessments are made regularly throughout the course and offer students valuable feedback to ensure they feel confident when taking the examination.

## **50% Paper 1 examination: 1 hour 45 minutes**

The paper is split into a reading and a writing section. In the reading section, students are given a fictional literature text to analyse. There are 4 questions. The writing section will ask students to write a narrative or descriptive piece; this requires an extended response that showcases a student's ability to communicate effectively. Up to 16 marks, out of 40, are awarded for spelling, punctuation and grammar (40% of the available marks).

## **50% Paper 2 examination: 1 hour 45 minutes**

Again, the paper is split into reading and writing. The reading section requires students to make links between two non-fiction texts. Students will need to summarise and compare the texts, consider the writer's use of language and the writer's perspective. The writing section requires students to write to argue or persuade from a particular point of view. Up to 16 marks, out of 40, are awarded for spelling, punctuation and grammar (40% of the available marks).



# English Literature

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

**Qualification:** GCSE

**Exam Board:** AQA

**Contact Teacher:** Mrs N Parsons

## **Why study English Literature?**

Students have the opportunity to develop personal reading interests, linking their own experiences of literature to the course study. Wider reading is fundamental in securing a student a high grade, as is the ability to express oneself with clarity and individuality, considering new ways of thinking and feeling about a text. The course actively encourages creativity and flair, rewarding students more highly when they are able to justify a new idea. The study of English Literature is highly beneficial to those considering a career in journalism, publishing or writing, and can prove very illuminating for students when discussing the importance of a text's social, historical or moral meaning.

## **Course details:**

Students will study a range of Literature, including a Shakespeare play and an anthology of poetry. Literature will be separated by time period to accommodate the two different exams: Modern Literature and the 19<sup>th</sup> Century Novel. Students will study 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and unseen poetry. The poetry anthology will focus on 'Power and Conflict'.

## **How is the course taught and assessed?**

The GCSE is 100% examination. As part of their learning, students will sit internal examinations to experience the feeling of a real exam, to monitor their progress and personalise their revision. Students will be given regular homework that feeds into the unit they are studying at the time. A rough guide to how much time students spend on homework is one hour per week, although this may vary where a student is asked to complete an entire practice paper. Internal assessments will enable teachers to predict a student's level accurately and offer students valuable feedback to ensure they feel confident when taking the examination.

## **Paper 1: Shakespeare and a 19<sup>th</sup> Century novel (40%)**

In 1 hour and 45 minutes, students must answer one question in both section A and section B of the exam, selecting the texts that they have studied. There are 60 marks available for content, and up to 4 marks available for spelling, punctuation and grammatical accuracy.

## **Paper 2: Modern Texts and Poetry (60%)**

In 2 hours and 15 minutes, students must answer three questions. The first section requires students to write an essay response to a question on 'An Inspector Calls'. The second section requires students to write a comparative essay response to two poems that they have studied from their poetry anthology. Section C requires the analysis of an unseen poem, exploring the poem in isolation and then comparing it to a second unseen poem.

There are 92 marks available for content and up to 4 marks available for spelling, punctuation and grammatical accuracy.

# Mathematics

**Qualification:** GCSE

**Exam Board:** AQA

**Contact Teacher:** Mr J Baker

## Why study Mathematics?

Mathematics is an essential skill and without mathematicians modern society would not exist. It is the key factor in all aspects of life, science, engineering, medicine, architecture; the list is endless. A good grade in Mathematics is essential for entry to all higher education courses and virtually all careers.

## The aims of the AQA Mathematics specification are to enable candidates to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Course details

1. Number
2. Algebra
3. Ratio, proportion and rate of change
4. Geometry and measures
5. Probability
6. Statistics

## How is the course taught and assessed?

This is a linear course hence the examination is at the end of the course in Year 11 with three papers all taken in the same series, one without the use of a calculator and the other two with calculators permitted. As calculators are permitted in the second and third paper, it is essential that each student has a scientific calculator. There is no coursework element in GCSE Mathematics. All exams can contain all of the topics taught, including work from Years 7 to 8.

## Mathematics has TWO tier levels:

**Foundation:** Leading to grades 1 to 5

**Higher:** Leading to grades 4 to 9

As the higher tier is more-academically challenging option, you would be expected to attain an ARE Grade of at least a 6 in your end of KS3 Exam in March and be in the top set.

## The information below is the same for both foundation and higher tier

Paper 1: 1 hour 30 minutes, 80 marks, 33⅓% of the qualification calculator not permitted.

Paper 2: 1 hour 30 minutes, 80 marks, 33⅓% of the qualification calculator permitted.

Paper 3: 1 hour 30 minutes, 80 marks, 33⅓% of the qualification calculator permitted.

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demands increase as a student progresses through the paper.

# Combined Science

All students who do not choose Triple Science as an option will follow the GCSE Combined Science pathway.

**Qualification: GCSE Combined Science: Trilogy**

**Exam Board: AQA**

**Contact teacher: Mr E van Hoek Mrs Norcross and Mr Cooke**

The Science GCSE course aims to ensure students:

- develop an interest in, and enthusiasm for, science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its role in society;
- acquire skills, knowledge and understanding necessary for progression to further learning in science-related disciplines (such as animal care, social care, engineering, product design).

Good science grades demonstrates to colleges and employers and general ability to retain a wide range of knowledge, apply that knowledge to a range of situations and problem solve using information given. As such it is a qualification of value and significance. GCSE Combined Science is worth 2 GCSE grades.

**Combined Science Pathway – 2 GCSE qualifications**

Students will study the 3 key Sciences; Biology, Chemistry and Physics. At the end of Year 11 students will gain a combined grade (e.g. 7-6). Each exam paper will require a recall of scientific knowledge, the application of the knowledge to new situations and the application of practical and mathematical skills.

**Exam Breakdown**

**Paper 1**

Paper 1 biology – 16.7% (1hr 15min)

Paper 1 chemistry – 16.7% (1hr 15min)

Paper 1 physics – 16.7% (1hr 15min)

**Paper 2**

Paper 2 biology – 16.7% (1hr 15min)

Paper 2 chemistry – 16.7% (1hr 15min)

Paper 2 physics – 16.7% (1hr 15min)

# Triple Science

*This is available as one of your options. As this is a more-academically challenging option, you would be expected to attain an ARE Grade of at least a 6 in your end of KS3 Exam in March to have this option confirmed. Speak to your class teacher, Mr van Hoek or Mrs Norcross if you are unsure of your current ARE grade.*

**Qualification: GCSE Biology, GCSE Chemistry and GCSE Physics (instead of GCSE Combined Science : Trilogy)**

**Exam Board: AQA**

**Contact teacher: Mr E van Hoek, Mrs Norcross and Mr Cooke**

**Who is this course suitable for?**

The Triple Science GCSE course would be suitable for students who may:

- be considering a 'STEM' related career, such as medicine, chemical engineering, mechanical engineering, medical research, environmental sciences, marine biology, astrophysics;
- have already demonstrated a proven ability in science at KS3 and enjoy getting to grips with the ideas behind Science;
- be considering studying A level sciences at MRC;

**Why study science?**

- **Science pays:** You can expect to live comfortably: the average full-time salary in the science industry is £40,925. (SRG/New Scientist 2019)
- **Science is vital:** we are all aware of the problems facing the world with global heating, plastic in the oceans and the need to develop our economy. Many of the solutions to these problems are yet to be discovered, and scientists will be key to developing those solutions – your discovery may reverse climate change!
- **Science is interesting:** Science helps us unlock the mysteries in the world around us and develop an understanding of how nature and the universe works.

**Triple Pathway** – 3 GCSE qualifications will be achieved; Biology, Chemistry and Physics.

**Exam Breakdown**

***Biology***

Paper 1 – 50% (1hr 45min)

Paper 2 – 50% (1hr 45min)

***Chemistry***

Paper 1 – 50% (1hr 45min)

Paper 2 – 50% (1hr 45min)

***Physics***

Paper 1 – 50% (1hr 45min)

Paper 2 – 50% (1hr 45min)

# Physical Education (Core Sport)

**Contact Teacher: Mr R Bentley**

## **Why study Physical Education?**

To develop practical sporting skills as well as establish a strong basis for an enduring healthy lifestyle. As part of the National Curriculum, students are required to participate in physical education until the end of Year 11.

## **Course details**

Over three years, the aim is to extend interests, experiences and to provide both additional and challenging opportunities within the aspects of PE and Games. Most teaching is in set ability groups and activities rotate on a half-termly basis. Those students taking GCSE PE will use their core sport lessons to enhance their scores for their different practical activities.

**Planned Activities:** Athletics, Badminton, Basketball, Climbing, Cricket, Cross-Country, Dance/Aerobics, Fitness, Football, Gymnastics, Hockey, Netball, Rugby, Softball, Rounders, Stoolball, Multi-gym, Tennis, Trampolining, Volleyball, Table tennis, Ultimate Frisbee and Handball.

## **How is the course taught and assessed?**

Although there is not an examination at the end of the course, formative assessments will take place at the end of each activity focussing on self-evaluation and analysis of performance.

## **Please note:**

Core sport is compulsory throughout years 7 – 11, therefore, all students will have two hours per week on their timetables. This is separate from the GCSE PE and BTEC Sport courses that may be chosen as an option.

# Religion and Philosophy

Qualification: GCSE

Exam Board: AQA A

Contact teacher: Mrs L Wallis

## Why study Religion and Philosophy?

The course will develop your ability and confidence to observe, evaluate, analyse, understand major philosophical themes, express your views and argue effectively. This subject complements many others in the curriculum; History (war issues), Geography (environmental issues), Biology (matter of life, death and health care), Physics (cosmology), Art (as a method of communicating ideas) and English (poetry).

## Course details

**Paper 1: The study of religions: beliefs, teachings and practices** 1h45

**Paper 2: Thematic studies** 1h45

## Year 1:

- **Christian Beliefs:** What is God like? What is the problem of Evil? Why would a loving God let evil acts and evil people to exist in the world? How did the world begin? What happens when we die? Who was the historical Jesus? What proof do we have for his existence?
- **Islamic Beliefs:** Why is there a split between Sunni and Shia Islam? What are the 99 names of Allah and why are they important to Muslims? Who are the main Prophets? What happens when we die?
- **Theme 1: Religion and Life:** Science vs Religion, how do humans abuse natural resources? Abortion – when does life begin and is abortion ever justified? Do we have the right to choose when we die? Should Euthanasia be legal?
- **Christian Practices:** Why do Christians worship differently? Is there any point in praying? Is baptism important? Pilgrimages – are they a scam? Should we help those in need?

## Year 2:

- **Islam Practices:** What are the 5 pillars of Islam? Why is Prayer so important to Muslims? Why is Hajj so important? What is a Jihad? Does it justify terrorism? What are the main Islamic festivals?
- **Theme 2: Relationships and Families** Is sex before marriage an issue? Why do people marry? Do humans need to have children – are they wrong if they choose not to? Divorce and remarriage – are they a problem in modern Britain?
- **Theme 3: Religion, Peace and Conflict** Should we forgive people who have wronged us? When is violence ok? Is it ok to torture someone who might have information that would save the lives of many? What are Islamic attitudes towards terrorism? Is war every justified? Could we use weapons of mass destruction to protect our country?
- **Theme 4: Religion, Crime and Punishment** Why do people commit crimes? Are some people born evil? What is the worse crime to commit? How should we treat criminals? Do prisons work? Is the death penalty justified for certain crimes?

## The syllabus will enable students to:

- gain and develop knowledge and understanding of the beliefs and values of both Western and Eastern based religions;
- consider religious and personal responses to moral issues;
- identify, investigate and respond to fundamental questions of life raised by religious and human experience;
- enable students to engage with some of the more difficult issues which they may face.

## How is the course taught and assessed?

The course is taught in an active and engaging manner and involves a great deal of philosophical and ethical debate. Students are encouraged to be independent learners and will be expected to do their own reading of philosophical and ethical theory in preparation for lessons and essay writing. The course is 100% examination based.

**As a Chinese proverb says, 'A mind, like a parachute, works best when open.'**

# Business Studies

Qualification: GCSE

Exam Board: AQA 8132

Contact teacher: Miss H Rae

## Why study Business Studies GCSE?

Business Studies is a course designed to give students an introduction to the business world. The course is based around case studies and encourages students to develop problem solving and decision-making skills in a variety of contexts. Students will develop skills such as building arguments, making informed judgments, solving problems and appreciating different perspectives.

This is an exciting and challenging course. Students who choose Business Studies GCSE should be prepared to work hard to learn the language of business as well as learning how businesses behave, what influences them and their success and also the impact that businesses can have on others.

## Course details

The course is split into 6 topics:

- **Business in the real world** – this topic looks at the purpose of business activity, the role of business enterprise and entrepreneurship, and the ever changing nature of business.
- **Influences on business** – studies the external influences on business such as; technology; ethics; environment; economy; globalisation; law and competition. Students will also discover how businesses change in response to these influences.
- **Business operations** – students will learn what business operations involve, their role within the production of goods and providing services and how this influences business activity. This includes production; managing stock; quality and customer service.
- **Human resources** – this is all about the discovery of the purpose of human resources, its role within the business and how it influences the rest of the business. Students will learn about organisation structure; recruitment; motivation and training.
- **Marketing** – what is the purpose of marketing? What is the role of this functional area and how can marketing influence the rest of the business? Within marketing, students study how businesses identify their target customer; market research; and the marketing mix (Product, price, Place, Promotion)
- **Finance** – this topic is about finance function, what its purpose is, its role within the business and how it influences the rest of the business. In this topic, students will learn about source of finance; cash flow; financial key terms and calculations; and analysing financial performance using management accounts

## How is the course assessed?

The Business GCSE course is 100% exam. There are two papers, both of which will be sat at the end of Year 11.

| Paper 1: Influences of operations and HRM on business activity  | + | Paper 2: Influences of marketing and finance on business activity   |
|---|---|---|
| <b>What's assessed</b> <ul style="list-style-type: none"><li>• Business in the real world</li><li>• Influences on business</li><li>• Business operations</li><li>• Human resources</li></ul>  |   | <b>What's assessed</b> <ul style="list-style-type: none"><li>• Business in the real world</li><li>• Influences on business</li><li>• Marketing</li><li>• Finance</li></ul>  |
| <b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 90 marks</li><li>• 50 % of GCSE</li></ul>  |   | <b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 90 marks</li><li>• 50 % of GCSE</li></ul>  |
| <b>Questions</b> <ul style="list-style-type: none"><li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li><li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li><li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li></ul> |   | <b>Questions</b> <ul style="list-style-type: none"><li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li><li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li><li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li></ul> |

# Business Studies Enterprise

Qualification: BTEC Tech Award in Enterprise

Exam Board: Pearson

Contact teacher: Miss H Rae

## Why study BTEC Tech Award in Enterprise?

This course is for students who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea. Students will be able to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Students will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs.

## Course details

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore students need to demonstrate attainment across all components in order to achieve the qualification.

- **Component 1: Exploring Enterprises, Coursework (30%)** - Students will examine different local enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.
- **Component 2: Planning for and Pitching an Enterprise Activity, Coursework (30%)** - Students will individually select an idea for a micro-enterprise activity to plan and pitch. They will individually pitch their business plan for their idea to an audience and then use the feedback to review their plan and pitch.
- **Component 3: Promotion and Finance for Enterprise, Exam (40%)** - Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will also explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

## How is the course assessed?

The BTEC Tech Award in Enterprise course is assessed through internally assessed coursework (components 1 and 2) and an external examination (component 3). Students will be graded as follows:

|                            |  |
|----------------------------|--|
| <b>Level 2 Distinction</b> | A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"><li>• outstanding performance fully addressing all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.</li></ul>  |
| <b>Level 2 Merit</b>       | A learner has shown high performance across the component through <b>either</b> : <ul style="list-style-type: none"><li>• having satisfied all the Level 2 Merit criteria for all learning aims <b>or</b></li><li>• having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.</li></ul> |
| <b>Level 2 Pass</b>        | A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"><li>• showing coverage and understanding of content at a good standard and appropriate skill demonstration.</li></ul>   |



# Computer Science

**Qualification:** GCSE

**Exam Board:** OCR

**Contact Teacher:** Mr. D Downie

## **Course details:**

OCR's GCSE (9–1) in Computer Science will encourage learners 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.
- 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 impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

## **Practical Programming:**

Learners will need to create suitable algorithms which will provide a solution to the problems identified in the various tasks. The programming language of choice is Python and students would have had access to Python through units at Key Stage 3. Students will be given an array of different programming scenarios that will introduce them to concepts such as functions, methods, classes, Boolean and variables. The programming element of the course then cumulates into an exam at the end of the course.

## **Assessment:**

The GCSE in Computer Science is a linear qualification with a 100% terminal rule. There are two externally examined components (Computer Systems 01 and Computational thinking, algorithms and programming 02) weighted at 50% each. Each examined component consists of an exam paper with a duration of 1 hour 30 minutes.

## **Skills Developed and Possible Future Careers**

Computer Science aims to develop your understanding of the fundamental principles and concepts of programming. It develops your computational thinking skills and helps you to analyse problems and design solutions. It is particularly useful for anyone wanting a career in the computer industry, particularly when studied with mathematics, physics and technology. However, as you also develop an awareness of current and emerging trends in technology and basic programming skills, it will be of great benefit to you in any future careers.

## **Entry Requirements:**

The Computer Science GCSE is a demanding and challenging subject and would be most suited to students in either of the top sets for Mathematics and Science. For more information please speak with Mr. Downie directly about entry requirements for this GCSE course.

# Creative iMedia

**Qualification: Cambridge National**

**Exam Board: OCR**

**Contact Teacher: Mr. D Downie**

## **Course details:**

The OCR Creative iMedia course is an engaging vocational qualification aimed at students with an interest in developing their skills in the more creative aspects of digital media. We are living in an age where we are constantly bombarded with different forms of new media, such as advertisements in magazines, watching films on Netflix, viewing websites on the internet, watching multimedia presentations and playing the latest computer games. For all these activities to take place there must be people in the creative industry with the vision and skills to create the content for these different kinds of digital media. This course aims to help you gain an industry recognised qualification in creative digital media and whilst learning new skills in the same applications used in the creative industry.

## **Practical Skills:**

Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively. The aim of this course is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This course will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and action process. Further units of work will focus on creating a multipage website and developing the design for a digital game.

## **Assessment:**

The examinable unit underpins the other three coursework units in this qualification. Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the coursework units when they develop their own media products. This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts. The exam will be 1hour 15 minute taken in Year 11. One coursework unit will be completed in Year 10 and the remaining two coursework units will be completed in Year 11.

## **Skills Developed and Possible Future Careers:**

Digital Media is a fast-emerging industry which is on the look out for highly skilled and creative individuals. Before starting employment, apprenticeships or studying at university, learners who want to progress to Level 3 qualifications have the choice of various qualifications which will further develop areas of their learning in:

- Computing Science
- Digital Media
- Media Studies
- Design and Technology

## **Entry Requirements:**

The students need to have a good understanding of English as there is a high level of report writing necessary to the coursework units in this subject. Students also need to be highly creative and enjoy using applications such as Adobe Illustrator and Photoshop. Motivation and determination are also required to meet the challenging demands of the coursework units.

# Dance

Qualification: AQA GCSE Drama

Contact Teacher: Mrs C Rampton

## Why study Dance?

Dance is a very popular choice in many other colleges offering excellent challenges and opportunities for students of all abilities. This is supported by the fantastic facilities available to the department including a dance studio and a theatre space. It is an excellent preparation for young dancers, performers and choreographers who wish to develop their technical skills, creativity and imagination, as well as their skills in communication and teamwork.

Dance focuses on the aesthetic and artistic qualities of contemporary dance and the use of dance movement as a medium of expression and communication, developing knowledge, skills and understanding by creating and interpreting images, ideas and concepts through dance.

Candidates are encouraged to develop an understanding of artistic and social contexts of dance works, including seeing professional dance companies in action being an essential part of the course.

Students must have a keen interest in all aspects and genres of dance (including contemporary) and have some practical dance background. Students will need to demonstrate a healthy lifestyle, team working, commitment and creativity.

Students may use this qualification to further their careers in the Performing Arts or Dance industry including going on to do Higher Education qualifications.

| <b>Component 1: Performance and Choreography</b>  |   |
|---|---|
| <b><u>What's assessed</u></b><br><br><b>Performance</b> <ul style="list-style-type: none"><li>Set phrases through a solo performance (approximately <b>one minute</b> in duration)</li><li>Duet/trio performance (<b>three</b> minutes in a dance which is a maximum of <b>five</b> minutes in duration)</li></ul> <b>Choreography</b> <ul style="list-style-type: none"><li>Solo or group choreography – a solo (<b>two to two and a half</b> minutes) or a group dance for two to five dancers (<b>three to three and a half</b> minutes)</li></ul> | <b><u>How it's assessed</u></b><br><br>Internally marked and externally moderated<br><b>Performance</b> <ul style="list-style-type: none"><li>30% of GCSE</li><li>40 marks</li></ul> <b>Choreography</b> <ul style="list-style-type: none"><li>30% of GCSE</li><li>40 marks</li></ul> Total component 60%<br>Non-exam assessment (NEA) marked by the centre and moderated by AQA. |
| <b>Component 2: Dance appreciation</b>  |   |
| <b><u>What's assessed</u></b> <ul style="list-style-type: none"><li>Knowledge and understanding of choreographic processes and performing skills</li><li>Critical appreciation of own work</li><li>Critical appreciation of professional works</li></ul> <b>Questions</b><br>Based on students' own practice in performance and choreography and the GCSE Dance anthology.  | <b><u>How it's assessed</u></b> <ul style="list-style-type: none"><li>40% of GCSE</li><li>Written exam: 1 hour 30 minutes</li><li>80 marks.</li></ul>   |

# Design and Technology: Hospitality and Catering – 2 Year

**Qualification:** GCSE

**Exam Board:** WJEC/Eduqas

**Contact teacher:** Mrs Sophie Tuhill

## **Why study Design and Technology: Hospitality and Catering**

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

## **Course details**

**Students will study through a variety of tasks the following areas:**

Health, safety and hygiene

Food preparation, cooking and presentation

Nutrition

Menu Planning

Portion control and costing

The function and characteristics of food

Understand the relationship between diet and nutrition

Environmental considerations

## **How is the course taught and assessed?**

Students will be completing a variety of design and make tasks, throughout the two years.

## **Unit 1: The Hospitality and Catering Industry**

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

40% of overall grade.

## **Unit 2: Hospitality and Catering in Action**

Learners apply their learning to safely prepare, cook and present nutritional dishes.

They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners.

This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

**Unit 1: The Hospitality and Catering Industry** will be externally assessed

Details of the external assessment are as follows:

*Duration:* 90 minutes

*Number of marks:* 90

40% of overall grade.

## **What does the GCSE lead to?**

**Further education in Catering through College, Apprenticeships and University courses**

Working in a variety of establishments that provide catering

Variety of job roles from chefs, 'Front of House', kitchen staff

# Design and Technology: Materials Technology

**Qualification: GCSE Design Technology (9-1)**

**Exam Board: Edexcel**

**Contact teacher: Mr T Trendell**

## **Why study Design and Technology: Materials Technology (Product Design)?**

A course in Design and Technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products in a wide range of contexts relating to their personal interests. Design and Technology develops candidate's capacity for imaginative, innovative thinking, creativity and independence. This course encourages students to gain an insight into related sectors, such as manufacturing and engineering and prepares them to make informed decisions about further learning opportunities and career choices.

## **Course details**

The GCSE in Design Technology allows learners to develop a working knowledge of the material properties and characteristics of woods, metals and polymers (plastics) as well as studying mechanisms, electronics and the technical properties of a range of textiles. The subject content sets out the knowledge, understanding and skills required to use these materials in an imaginative way and will equip learners with an understanding of commercial practice and careers in related industries. Learners will also develop valuable transferable skills such as teamwork and communication. The majority of the subject content will be delivered through the practical application of this knowledge and understanding. In Year 9 students will be working on design and make projects, individual skills activities creating a portfolio of work and theory of the materials technology, which will support their development on to their GCSE.

## **How is the course taught and assessed?**

### **Component 1 – End of course examination**

Students take an exam which is in two parts. The first part is comprised of questions on the 'Core Content' (Timbers, Metals, Plastics, Mechanisms, Electronics and Textiles). These 'Core' questions represent 40% of the exam (20% of total GCSE grade). The second part of the exam involves more detailed questions on one of the core topics. Most students are likely to choose to answer specialist questions on either Timber or Metals. These questions will account for 60% of the exam (30% of the total GCSE grade).

### **Component 2 – Extended Making Project**

Students will undertake an extended making project that showcases the skills they have developed in Year 10. They will design and make a practical solution to one of a range of projects set by the exam board. Investigation, research, design, planning, testing and evaluation will be recorded in a portfolio in powerpoint. The project accounts for 50% of the GCSE grade. It will be marked in school with a sample moderated by the exam board. The projects are completed in the final year of the course. The details for the set projects are released by the board in the summer term of Year 10.

## **Assessment**

- 50% Exam – 1 hour 45 minutes
- 50% Extended Making Project

## **What does the GCSE lead to?**

The university and career prospects are varied and interesting which could include:

- Product design
- Furniture making
- Joinery
- Silversmith / Jewellery
- Engineering
- Architecture
- Sculpture / Environmental Art

## **Also:**

- Printing
- Graphic design
- Communication design
- Interior and Spatial design

# Textiles: Art and Design: Textiles Design

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Mrs T Garland**

## **Why study Textiles Design:**

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students will develop sketchbook portfolios of a variety of techniques, explore other textiles artists/designers/artist etc., to sample their work and develop their own pieces from these experimentations.

Textiles design can be taken from the list below, overlapped and integrated for students to explore their creativity, ideas and experimentations:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Students develop their work through a variety of skills: weaving, felting, stitching, appliqué, construction methods, printing, using a variety of media for example: inks, yarns, threads, fibres, fabrics, textile materials and digital imagery.

The first year will consist of working on two personal projects, one of which is a sustained project in which students will develop work based on topics chosen by the teacher, however this will have scope to allow students to develop their own ideas based on the theme. Students can decide whether they would like to work in A4 or A3 sketchbooks, developing their ideas and skills from observing artist work and culminating in creating final pieces.

This final year will be completing the coursework projects. The deadline for completion of coursework is December. From January students will begin working on their exam paper. This is a new project chosen from a set paper provided by AQA. Students will need to create a final A4 sketchbook of experimentation and research leading to a final 10 hour exam.

## **Course details**

Four separate ways in which the work is marked:

- Developing ideas by looking at the way other textiles artists/designers/artists etc. have worked.
- Refining and improving ideas by experimenting with a wide range of mediums.
- Gather and record images, ideas, objects that will help with the development of ideas.
- Final outcomes that show the influence of the textiles artists/designers/artists etc you have looked at and be the result of your developed ideas.

## **How is the course taught and assessed?**

There are at least 3 projects making up 60% of the mark with 40% for exam work. The final exam is a smaller project with a theme chosen from the exam paper. This culminates in a 10 hour practical exam in which students create a final outcome in the media of their choice for the project.

# Drama

**Qualification: Edexcel GCSE (9-1) Drama**

**Contact Teacher: Mrs V Strachan & Miss K Parker**

## Why study Drama?

Drama is a very popular choice offering excellent challenges and opportunities for students of all abilities. This is supported by the fantastic facilities available to the department including a theatre space and rehearsal studios. It is excellent preparation for young performers, designers and technicians who wish to develop their technical skills, creativity and imagination, as well as their skills in communication and team work. The course aims to develop the practical skills required for effective communication, expression of ideas, feelings and meanings found in Drama.

This course will run over the two years developing group devising skills and script performance. Students will study a variety of practitioners and work on a range of drama techniques to prepare for a performance to the visiting examiner and live audience performances throughout the two years.

Students will also be expected to perform in different events to explore and develop their knowledge and skills within the subject. Students are expected to attend regular opportunities offered to see live theatre locally and in London as well as working with visiting theatre companies as it is part of the GCSE requirement.

| <b>Component 1: Devising</b> Coursework - 40% of the qualification (Year 10 - May)   |  |
|--|--|
| <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>● Create and develop a devised piece from stimulus chosen by your teachers.</li> <li>● Performance of this devised piece or design realisation for this performance.</li> <li>● Analyse and evaluate the devising process and performance.</li> <li>● Performer or designer routes available.</li> </ul> | <p><b>Assessment overview</b></p> <p>There are two parts to the assessment:</p> <ol style="list-style-type: none"> <li>1) A portfolio covering the creating and developing process and analysis and evaluation of this process<br/>The portfolio can be submitted by a handwritten/typed evidence between 1500–2000 words or can be recorded/verbal evidence between 8–10 minutes.</li> <li>2) A devised performance or design realisation which is shown to a live audience.</li> </ol>   |
| <b>Component 2: Performance from Text</b> Coursework - 20% of the qualification (Year 11 - March)  |  |
| <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>● Students will either perform in and/or design for two key extracts from a performance text.</li> <li>● Texts are chosen by the teacher and offer a contrast to the set text in Component 3.</li> <li>● Performer or designer routes available.</li> </ul>  | <p><b>Assessment overview</b></p> <p>The performances are externally assessed by a visiting examiner who mark the students' ability to perform for a live audience. They consider the depth of their characterisation, the use of practitioner's ideas within the piece and the playwright's intentions.</p>   |
| <b>Component 3: Theatre Makers in Practice (Year 11 – May)</b><br>Written examination: 1 hour 30 minutes - 40% of the qualification  |  |
| <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>● Practical exploration and study of one complete performance text</li> <li>● Choice of eight performance texts</li> <li>● Text options include <i>An Inspector Calls</i>, <i>Twelfth Night</i>, <i>DNA</i> and <i>1984</i>.</li> <li>● Live theatre evaluation – free choice of production.</li> </ul>  | <p><b>Assessment overview</b></p> <p><b>Section A: Bringing Texts to Life</b><br/>This section consists of one question broken into five parts based on an unseen extract from the chosen performance text. Students write about how a realisation towards a performance could be achieved in reference to the practical exploration of the chosen text.<br/>Performance texts are not allowed in the examination as the extracts will be provided.</p> <p><b>Section B: Live Theatre Evaluation</b><br/>This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</p> |

# Fine Art

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Mrs K Murray-Killen**

## **Why study Fine Art?**

The Fine Art course is a single option which suits students who have been consistently good grades in Art. Throughout the course students will be introduced to a variety of experiences, employing a range of media and techniques which may include drawing and painting with acrylic on paper and canvas, gouache, watercolours, oil pastels, charcoal, soft pastels and sculpture. In addition, students will work with digital media, collage, mixed media, photography and mono and lino printmaking.

The course follows the Fine Art syllabus and gives emphasis to experiencing a variety of media and developing skills to a high level. Students are encouraged to work from direct observation as well as developing an imaginative approach. Another important element of the course is the art studies area where students study styles and techniques employed by other artists/crafts people. We study a variety of artists and movements in Art. This might be Pop Art and the 1960s, portraiture, graffiti and letterforms, landscape or abstract art. These studies might involve printmaking, sculpture and digital media. All students are also encouraged to develop their own style and use their imagination having studied the work of other artists.

This 2-year course will be broken down into:

1. The 1st year will consist of working on two personal projects in which students will develop work based on the skills they have learnt in the previous 3 years and sketchbook work development. The project topic will be chosen by the teacher but will allow students to develop their own ideas based on the theme. Students can decide whether they would like to work in A4 or A3 sketchbooks.
2. This final year will be completing the coursework projects. The deadline for completion of coursework is December. From January students will begin working on their exam paper. This is a new project chosen from a set paper provided by AQA. Students will need to create a final A4 sketchbook of experimentation and research leading to a final 10 hour exam.

## **Course details**

Four separate ways in which the work is marked:

- Developing ideas by looking at the way other artists have worked.
- Refining and improving ideas by experimenting with a wide range of mediums.
- Gather and record images, ideas, objects that will help with the development of ideas.
- Final outcomes that show the influence of the artists you have looked at and be the result of your developed ideas.

## **How is the course taught and assessed?**

There are at least 3 projects making up 60% of the mark with 40% for exam work. The final exam is a smaller project with a theme chosen from the exam paper. This culminates in a 10 hour practical exam in which students create a final outcome in the media of their choice for the project.



# Geography

**Qualification: GCSE**

**Exam Board: AQA**

**Contact Teacher: Mr J Robinson**

## Why study Geography?

Geography is the focus within the curriculum for understanding and resolving issues about our environment and sustainable development. It provides a link between natural and social sciences, and through study of Geography different societies and cultures are encountered. It is viewed as a broad-based academic subject rich in skills, knowledge and understanding.

You will enjoy Geography if you want a course which is:

- Relevant to the world you live in and your future
- Encourages you to discuss current affairs and issues
- Focuses on the environment
- Involves practical outdoor work
- Is studied through investigation not just listening and reading
- Develops a range of skills, including ICT, relevant to other subjects and in employment

GCSE Geography prepares students well for A level, but on its own, develops skills important to many careers and professions. Career opportunities which consider geographical skills favourably include travel and tourism, local government and planning, meteorology, environmental services, market research, the Armed Forces, surveying, the media and many others.

## Course Details

During the course of their studies students will cover the following units of work:

### Unit 1: Living with the physical environment

This unit comprises of (a) Natural hazards, (b) UK physical landscapes and (c) The living world.

### Unit 2: Challenges in the human environment

This unit comprises (a) Urban challenges, (b) The changing economic world and (c) The challenge of resource management.

### Unit 3: Geographical applications

This unit comprises of a local investigation where students will be expected to complete a piece of fieldwork, and a second piece which requires research into a Geographical issue. Students will study topics given by the examination board and will collect their own primary and secondary data to complete the task. Students will be questioned on their fieldwork in an external examination.

Throughout the course students will gain a comprehensive overview of their world in the 21<sup>st</sup> century, developing a range of transferable skills such as communication, technological, problem solving, graphical and interpersonal skills. Such an overview and understanding are vital to support our world at such a critical time.

## How is the course assessed?

### Unit 1: Living with the physical environment

Written 90 minute exam (88 marks) which accounts for 35% of the GCSE

### Unit 2: Challenges in the human environment

Written 90 minute exam (88 marks) which accounts for 35% of the GCSE

### Unit 3: Geographical applications

Written 75 minute exam (76 marks) which accounts for 30% of the GCSE.  
Pre released material will be issued from mid-March.

# History

**Qualification: GCSE 9-1**

**Exam Board: Edexcel 1H10**

**Contact teacher: Mr C Harris**

**“We believe that history matters.** A society out of touch with its past cannot have confidence in its future. History defines, educates and inspires us. It lives on in our historic environment. As custodians of our past, we will be judged by generations to come. We must value it, nurture it and pass it on.”

*The History Matters Declaration 2006. The campaign aims to raise awareness of the importance of history and encourage involvement in heritage in England and Wales.*

**Our department believes that studying History is important because:**

- It provides you with the skills to thinking critically about the world in which you live
- The human story is fun, fascinating, incredible, complex and tragic
- It is full of interesting people, places, events and colourful stories about the lives of others
- We are moved and inspired by their dilemmas, choices and beliefs, seek to understand why they acted in the way that they did and recognise the impact of their lives on our own
- Our lives are enriched from knowing about the influences that have shaped and made us the people we are

**Course Details: Years 10 and 11**

| Topic   |
|---|
| <b>Paper 1: Option 11 Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: surgery and treatment (30%)</b> <ul style="list-style-type: none"><li>• Evaluate the role of scientific and social changes and the role of key individuals in the development of medical practice and understanding of causes, treatment and prevention from 1250-present day.</li><li>• To assess the problems and innovations of medical treatment during WWI.</li></ul> |
| <b>Paper 2: Section A: Period study (20%)</b><br>Superpower relations and the Cold War, 1941–91 <ul style="list-style-type: none"><li>• Evaluating the changing nature of international relations during the Cold War</li><li>• Key ‘flash points’ include The Berlin Wall, The Cuban Missile Crisis and the fall of the USSR in 1991.</li></ul>  |
| <b>Paper 2: Section B: British depth study (20%)</b><br>Early Elizabethan England, 1558–88. <ul style="list-style-type: none"><li>• A social and political history of late Tudor England.</li><li>• Key turning points include The Elizabethan Settlement, 1559 and The Spanish Armada 1588.</li></ul>  |
| <b>Paper 3: Modern depth study (30%)</b><br>Weimar and Nazi Germany, 1918–39 <ul style="list-style-type: none"><li>• A social and political history of the struggles of the Weimar Republic and life in Nazi Germany.</li></ul>   |

**How is the course taught and assessed?**

The GCSE course is **100% examination with no controlled assessment.**

There will be a range of short and longer knowledge, interpretation and source questions over four examination papers, which are sat in the Summer of Year 11. Students will take practice questions throughout the course and will be assessed using past paper assessments in every topic in Year 9, 10 and 11 as well as in Internal examinations.

# Modern Foreign Language French/German/Spanish

Qualification: GCSE

Exam Board: AQA

Contact Teacher: Miss Charpentier

## Why study a Modern Foreign Language at GCSE?

Ambitious young people entering the job market these days will want to compete with their European counterparts, who speak two or three languages to a good standard. Foreign languages skills set you apart from others in the applications process for university and in the job market. University admissions officers and future employers recognize that languages are rigorous subjects in which top grades represent very hard work: the brain is trained in higher level thinking skills, as you spot the many patterns you must recognize and apply during language acquisition.

## Course details

The Modern Foreign Languages GCSE is divided into 3 themes and is taught over two years:

- Theme 1 - Identity and Culture: discussing relationships with family and friends, opinion on marriage/partnership, the impact of social media and mobile technology, talking about free-time activities and customs and festivals in target language countries.
- Theme 2 - Local, national, international and global areas of interest: this is a broad theme that covers where you live, holidays, as well as topics such as the environment, health, poverty, voluntary work.
- Theme 3 - Current and future study and employment: talking about school, future life plans and careers.

Alongside these topics, students will widen their vocabulary, consolidate their knowledge of grammar and tenses studied at KS3 and learn how to speak and write using more complex structures.

## How is the course assessed?

Students will be assessed at the end of the second year of the course. It is 100% exam-based and is tiered. For both higher and foundation, the exam consists of 4 papers:

|            | Paper 1: Listening                    | Paper 2: Speaking                        | Paper 3: Reading                      | Paper 4: Writing                             |
|------------|---------------------------------------|--|---------------------------------------|--|
| Foundation | 35 minutes<br>40 marks<br>25% of GCSE | 7-9 minutes<br>60 marks<br>25% of GCSE   | 45 minutes<br>60 marks<br>25% of GCSE | one hour<br>50 marks<br>25% of GCSE          |
| Higher     | 45 minutes<br>50 marks<br>25% of GCSE | 10-12 minutes<br>60 marks<br>25% of GCSE | one hour<br>60 marks<br>25% of GCSE   | 1 hour 15 minutes<br>60 marks<br>25% of GCSE |

## The syllabus will enable students to:

- understand how their own language works, as they develop their grammatical awareness, confidence and spontaneity in a second language
- express and justify their thoughts and points of view confidently
- manipulate the language with increasing accuracy and fluency
- become more independent and creative with the language
- widen their cultural knowledge and understanding of target language speaking countries

# Music

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Mr R Spinner**

## Why study Music?

Whatever your hopes for your final years of study at school, GCSE music is a wise choice. If you have a passion for a subject, you're much more likely to enjoy your study and be motivated to revise and practise. Yet there are so many other reasons why you'll benefit from studying music. Music is an academic subject in its own right, but it actually benefits other subjects too. A recent study in the UK has found that playing a musical instrument/singing appears to enhance general performance in other subjects at GCSE. Other studies have shown that music benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions). So by choosing music, your child could actually be improving their chances of doing well in their other subjects – including those within the Ebacc.

GCSE Music is a great platform for a variety of careers. A GCSE in music demonstrates that you are creative, imaginative, analytical and above all hard working. Most employers and university course tutors know this and look very favourably on candidates that have a musical background. You must be confident and at a reasonable level in playing an instrument and/or singing. We highly recommend that students taking GCSE music also have lessons on their chosen instrument or voice.

Finally, and perhaps most importantly: you are more likely to succeed and achieve a higher grade if you study something you are good at, and enjoy.

## By choosing GCSE Music you will:

- Develop your solo and ensemble performance skills
- Learn to compose in a variety of different genres
- Be able to appraise your performance and composition coursework
- Listen to a wide range of musical styles and be able to analyse and critically explain their musical features.

## Course details

### **Component 1: Understanding music – 40%**

|   |
|---|
| What's assessed? <ul style="list-style-type: none"><li>• Listening</li><li>• Contextual understanding</li></ul>   |
| How it's assessed<br>Exam paper with listening exercises using excerpts of music.<br>Exam questions exploring the set works in depth.   |
| Questions <ul style="list-style-type: none"><li>• Section A: Listening (68 marks)</li><li>• Section B: Contextual understanding (28 marks)</li></ul> The exam is 1 hour and 30 minutes. |

### **Component 2: Performing music – 30%**

|  |
|--|
| What's assessed?<br>Music performance  |
| How it's assessed<br>As an instrumentalist and/or vocalist and/or via technology: <ul style="list-style-type: none"><li>• Performance 1: Solo performance (36 marks)</li><li>• Performance 2: Ensemble performance (36 marks)</li></ul> A minimum of four minutes in total is required, of which a minimum of one minute must be the ensemble performance. |

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification (Yr 11)

**Component 3: Composing music – 30%**

What's assessed?

Composition

How it's assessed

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks)

A minimum of three minutes in total is required.

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

# Photography

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Mr Hayward**

## **Why study Photography?**

Whether we realise it or not we are surrounded by Photography on a daily basis. From the images we consume on social media to the pictures we take with friends. We are advertised at and consume images through newspapers and magazines. Learn the basics of how to capture those images and improve your photography from any level. No prior knowledge of photography or patterns of study are required and the course is accessible to all.

Ownership of your own camera is preferred although is not required but an enthusiastic mind is essential.

This 2 year course will be broken down into:

1. The first year will consist of workshop phase photography skills with the completion of a smaller project. Students will then complete their sustained project from a selection of titles, given by their teacher and completing sketchbook developments leading to final pieces.
2. This final year will be completing the coursework projects. The deadline for completion of coursework is December. From January students will begin working on their exam paper. This is a new project chosen from a set paper provided by AQA. Students will need to create a final A3 sketchbook of experimentation and research leading to a final 10 hour exam.

## **Course details**

Four separate ways in which the work is marked:

- Developing ideas by looking at the way other artists have worked.
- Refining and improving ideas by experimenting with a wide range of mediums.
- Gather and record images, ideas, objects that will help with the development of ideas.
- Final outcomes that show the influence of the artists you have looked at and be the result of your developed ideas.

## **How is the course taught and assessed?**

There are at least 3 projects making up 60% of the mark with 40% for exam work. The final exam is a smaller project with a theme chosen from the exam paper. This culminates in a 10 hour practical exam in which students create a final outcome in the media of their choice for the project.

# Physical Education

**Qualification: GCSE**

**Exam Board: EDEXCEL**

**Contact Teacher: Mr R Bentley**

## **Why study Physical Education - GCSE?**

This course prepares young people for careers in the sports or outdoors sector. It allows students to develop a deep knowledge of the body in sport both practically and theoretically. This course is aimed at those students who have a desire to develop their knowledge of sport and exercise. It is an ideal course for students who achieve their potential through both their practical ability and their theoretical knowledge.

## **Course details:**

Students will learn about the effects of leading a healthy lifestyle and the theory behind effective sporting performance. Topics include:

- Bones and joints
- Muscles
- The effects of exercise
- Motivation
- Drugs in Sport
- Psychology for Sports Performance
- Nutrition for Sports Performance

## **How is the course taught and assessed?**

The GCSE PE course includes two examinations worth a combined 60% of the final grade, sat at the end of year 11. A further 30% of the course is assessed through the practical ability of the candidate. For this students are assessed in three sports, of their choice, as a performer. The final 10% of the course is a Personal Exercise Plan (PEP) whereby students plan, perform and evaluate a programme to improve their performance and fitness in a chosen sport.

Lessons are predominantly theory based with practical assessments taking place through core PE lessons and video footage. Video footage of any sports competed in or outside of College.

**Please note:** It is essential that students are competent in at least three different sports and are confident in their ability to work with others. As a guide, it is suggested that being at 'county standard' in a sport will gain maximum marks. Competing both in and out of College in different sports is essential. Due to changes making GCSE PE more theoretical, it does contain a more demanding science element and this must be considered by all students before choosing. The PE department will look closely at the selected option and may move a student into a different PE course if they feel it is more appropriate for that particular student.

# Physical Education

**Qualification: BTEC Sport**

**Exam Board: EDEXCEL**

**Contact Teacher: Mr R Bentley**

## **Why study BTEC Sport?**

This course gives students a wider understanding and appreciation of health-related fitness and sport. It is a vocational course that will prepare students for jobs and careers in the sporting sector. Students will develop their knowledge and understanding of sport by applying their skills in a work related context.

## **Course details:**

Students will learn about various different areas of the sporting sector including:

- Fitness for sport and exercise
- Practical Sports Performance
- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities

## **How is the course taught and assessed?**

The BTEC Sport course is made up of 4 units of work that must be completed by the end of the course. One unit is an online test that is set and marked by the exam board and is worth 25% of the final grade. The remaining 3 units are coursework based and are marked internally and verified by the exam board. These final 3 units are worth a combined 75% of the final grade. The course is graded using the Pass/Merit/Distinction grading system with students receiving a grade for each unit of work. This is then combined to give them their final grade for the course.

Lessons are divided into a mixture of theory and practical lessons.

**Please note:** Students are not assessed for their practical ability in sport but there will be an element of practical/sport based content. This course would be a better option than GCSE PE for those students who maybe prefer more of a coursework and vocational based course and if science is more of a struggle. The PE department will look closely at the selected option and may move a student into a different PE course if they feel it is more appropriate for that particular student.



# Psychology

Qualification: GCSE

Exam Board: AQA

Contact teacher: Ms R Higgins

GCSE Psychology at MRC offers an engaging and effective introduction to psychology with fresh and modern content. Students will learn the fundamentals of the subject and have the opportunity to learn how to analyse arguments and evidence, test hypotheses and make informed judgements – all of which are skills valued by higher education institutions and employers.

## Paper 1: Cognition and Behaviour

| What's assessed?   | How it's assessed?  |
|--|---|
| <ul style="list-style-type: none"><li>• Memory</li><li>• Perception</li><li>• Development</li><li>• Research methods</li></ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> | <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul> |

## Paper 2: Social Context and Behaviour

| What's assessed?  | How it's assessed?  |
|---|---|
| <ul style="list-style-type: none"><li>• Social influence</li><li>• Language, thought and communication</li><li>• Brain and neuropsychology</li><li>• Psychological problems</li></ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> | <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul> |

# Sociology

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Ms R Higgins**

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

In this subject, students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world.
- Study Sociological topics such as social issues, families, education, crime and deviance, social stratification (e.g. class, age, ethnicity, gender) and research methods.

## **Paper 1: The sociology of families and education**

| <b>What's assessed?</b>  | <b>How it's assessed?</b>                                   |
|--|---|
| The sociology of families, the sociology of education, social theory and methodology<br>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics. | Written exam: 1 hour 45 minutes<br>100 marks<br>50% of GCSE |

## **Paper 2: The sociology of crime and deviance and social stratification**

| <b>What's assessed?</b>  | <b>How it's assessed?</b>                                   |
|--|---|
| The sociology of crime and deviance, the sociology of social stratification, social theory and methodology<br>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics. | Written exam: 1 hour 45 minutes<br>100 marks<br>50% of GCSE |

## YEAR 10 OPTIONS 2021 – 2023

Name: ..... Tutor Group .....

**Deadline Monday 22 March 2021 – return to Mrs Pickett.**

Please choose your intended **Pathway**.

| Tick |                        |   |
|------|------------------------|---|
|      | Triple Science + EBACC | Choose <b>Triple Science #</b> as one of your <b>four</b> choices.<br>Choose <b>History or Geography</b> as one of your four.<br>Choose <b>French, Spanish or German</b> as one of your four.<br>Choose <b>one</b> other subject to make up your fourth, and any subject as your fifth (reserve). |
|      | EBACC                  | Choose <b>History or Geography</b> as one of your four.<br>Choose <b>French, Spanish or German</b> as one of your four.<br>Choose <b>any two subjects</b> to make up your four, and any subject as your fifth (reserve).  |
|      | GCSE                   | Choose <b>History, Geography, French, Spanish or German</b> as <b>one</b> of your four.<br>Choose any <b>three subjects</b> to make up your four, and any subject as your fifth (reserve).  |

*Please tick (✓) five subjects in total, then put 1-5\* next to your ticks (5 becomes your reserve)*

| ✓ + number |                             |      |
|------------|-----------------------------|------|
|            | Triple Science #            |      |
|            | Geography                   |      |
|            | History                     |      |
|            | French                      |      |
|            | German                      |      |
|            | Spanish                     |      |
|            | Business Studies            | GCSE |
|            | Circle which one you prefer | BTEC |
|            | Computer Science #          |      |
|            | Creative iMedia             |      |
|            | Dance                       |      |

| ✓ + number |                             |      |
|------------|-----------------------------|------|
|            | Drama                       |      |
|            | Fine Art*                   |      |
|            | Hospitality and Catering    |      |
|            | Music #                     |      |
|            | Physical Education          | GCSE |
|            | Circle which one you prefer | BTEC |
|            | Photography                 |      |
|            | Product Design              |      |
|            | Psychology                  |      |
|            | Religion/Philosophy         |      |
|            | Sociology                   |      |
|            | Textiles*                   |      |

Every effort will be made to ensure that as many students as possible are successful in getting their first choices. However, if too few students opt for a subject or a combination is not possible, it may be necessary for a student to choose a further reserve choice. In this case the student will sit down with a senior member of staff to discuss the matter.

Where BTEC and GCSE versions of the same subject are available, you may be changed between these if your teachers feel it is more appropriate. Circle which one you would prefer.

\*You can only be allocated **one** of Art and Textiles. If you tick and number both, please choose an extra reserve (No. 6).

# Require certain entry grades

I am interested in pursuing the following career: .....

Signed (Student) .....

I understand the preferences made by my daughter/son and support their choice of subjects.

Signed (Parent/Carer) .....