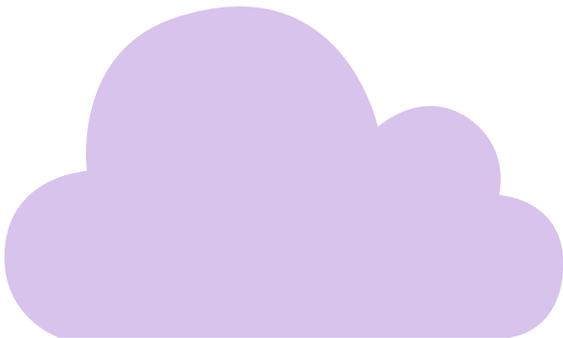
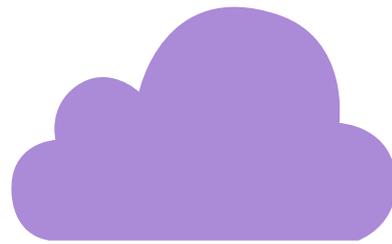


# **YEAR 8 PREFERENCE GUIDE 2017**



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**WOODSIDE HIGH SCHOOL**

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**Woodside High School**  
White Hart Lane, Wood Green, London N22 5QJ  
Telephone: 020 8889 6761, Fax: 020 8365 8164  
Email: mail@woodsidehighschool.co.uk  
Website: www.woodsidehighschool.co.uk

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Dear Year 8 Parents/Carers,

This year for the first time, students in Year 8 at Woodside High will be choosing their preferences for GCSE or vocational courses, which they will follow for the next three years. Having a three-year Key Stage 4 gives us more time to work with your child towards achieving the grades that will improve their life chances when they leave Woodside High, and enable them to reach their full potential. These preferences therefore, represent an important milestone in your child's education.

Most students will be expected to choose two EBacc subjects (History OR Geography and French OR Spanish) and then select their remaining courses from an extensive list of GCSEs, and vocational courses that offer a different style of learning. We understand that not all students make progress at the same rate and starting Key Stage 4 in Year 9 gives us scope to further tailor the curriculum to the needs of each student.

We offer a great deal of support to students in making these important decisions:

- Your child will be given a Preferences Booklet\* that provides important information about the preferences process, including key dates, details about all of the available courses and advice on what to consider when choosing courses. Could you carefully read through this booklet with your child and discuss the choices available.
- Your child will have assemblies, where the process will be explained and courses will be outlined in detail by Subject Leaders.
- Your child will also have an Individual Advice and Guidance (IAG) meeting with their tutor.

Finally we have Preferences Evening on Thursday 5<sup>th</sup> January 2017 from 4.15pm - 6.00pm. At this event you and your child can speak to subject teachers about the courses available, and how they best meet the needs of your child. There will be a talk between 5.00-6.00pm about the preferences process.

*\*Please note that Key Stage 4 courses are currently undergoing national reform and the detailed information for courses that will be examined for the first time in 2019, are not available until the spring 2017. Therefore some of the course and assessment details in this booklet may be subject to change.*

We are sure that all of this support will provide the information you need to help your child to make the right decisions about their future. Please ring Ms Ozcelik, Careers Coordinator, if you have any further questions.

We look forward to seeing you on Preferences Evening.

Yours sincerely,

Ms Robinson & Ms McElligott  
Co-Headteachers

Mr Barzey  
Deputy Headteacher

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Co-Head Teachers: Ms Elma McElligott & Ms Gerry Robinson



# IMPORTANT DATES

DATE	EVENT	
November 2015 - January 2016	Students explore subject preferences and career pathways	<p>Students will be using 'STEPS' booklet and other resources to explore career ideas and discuss preferences with tutors during tutorial time</p> <p>They will also be completing work in PRS on 'The importance of choosing the right preferences'</p> <p>Students will also have the opportunity to make appointments to discuss Careers with our external consultant, and with Ms Ozcelik.</p>
8 <sup>th</sup> December 2016	Year 8 Careers Day	Professionals from different disciplines will be involved in a seminar, providing students an insight into different careers
January 2017	Individual Advice & Guidance (IAG) Meetings with tutors	Meetings will take place during tutorial time to offer support and guidance to students to help the best pathway choices.
5 <sup>th</sup> January 2017	Preferences Evening	Preferences Information evening - a chance for you and your parents/carers to speak with your subject teachers and find out the details about the courses on offer.
1 <sup>st</sup> February 2017	Final deadline for preferences	All students' preference choices must be completed online.

# USEFUL WEBSITES

## EXAM BOARDS

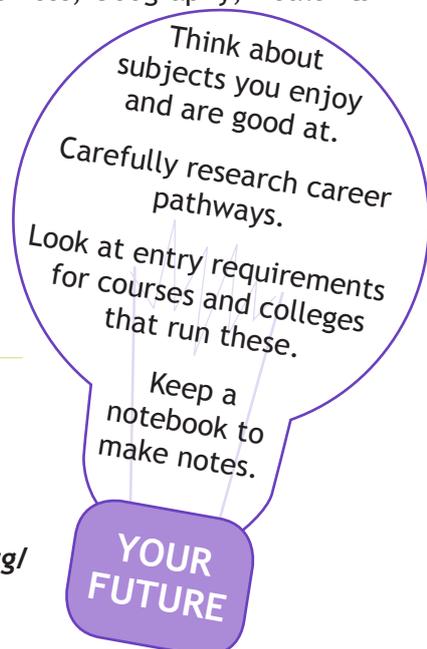
The courses offered by Woodside High School are awarded by the following exam boards:

-  AQA - Assessment and Qualification Alliance ([www.aqa.org.uk](http://www.aqa.org.uk)): English Literature; English Language; PRS; Art; Food and Nutrition; Sociology; Product Design.
-  Edexcel - The Foundation for Education Excellence ([www.edexcel.org.uk](http://www.edexcel.org.uk)): Business; Geography; Health & Social Care; History; Maths; French; Spanish; BTEC Music, PE; Science.
-  OCR - Oxford, Cambridge and RSA Examinations ([www.ocr.org.uk](http://www.ocr.org.uk)): Computer Science; Music.
-  Eduqas – (Part of the Welsh Joint Education Committee ([www.eduqas.co.uk](http://www.eduqas.co.uk)): Drama.

The above websites contain syllabus information for all courses offered by the school; you should also refer to the subject page to find the correct exam board.

## OTHER CAREERS ADVICE

-  National Careers Service: <https://nationalcareersservice.direct.gov.uk>
-  Apprenticeships: [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)
-  Advice on going to college and university: <https://bigfuture.collegeboard.org/explore-careers>



Think about subjects you enjoy and are good at.

Carefully research career pathways.

Look at entry requirements for courses and colleges that run these.

Keep a notebook to make notes.

**YOUR FUTURE**

# QUALIFICATIONS & ASSESSMENTS

All students will have the opportunity to gain nationally recognised qualifications. These qualifications are:

## GCSES

A significant number of subjects have a mixture of controlled assessments, coursework and examinations. Controlled Assessments are completed under examination conditions. Students will be fully prepared before completing their controlled assessments and the dates for these will be published to parents.

## VCERTS

V-Cert qualifications are equivalent to a GCSE. These courses have a vocational rather than an academic focus and involve learning through work related contexts.

Assessment is through assignments set and marked at school and one externally assessed unit.

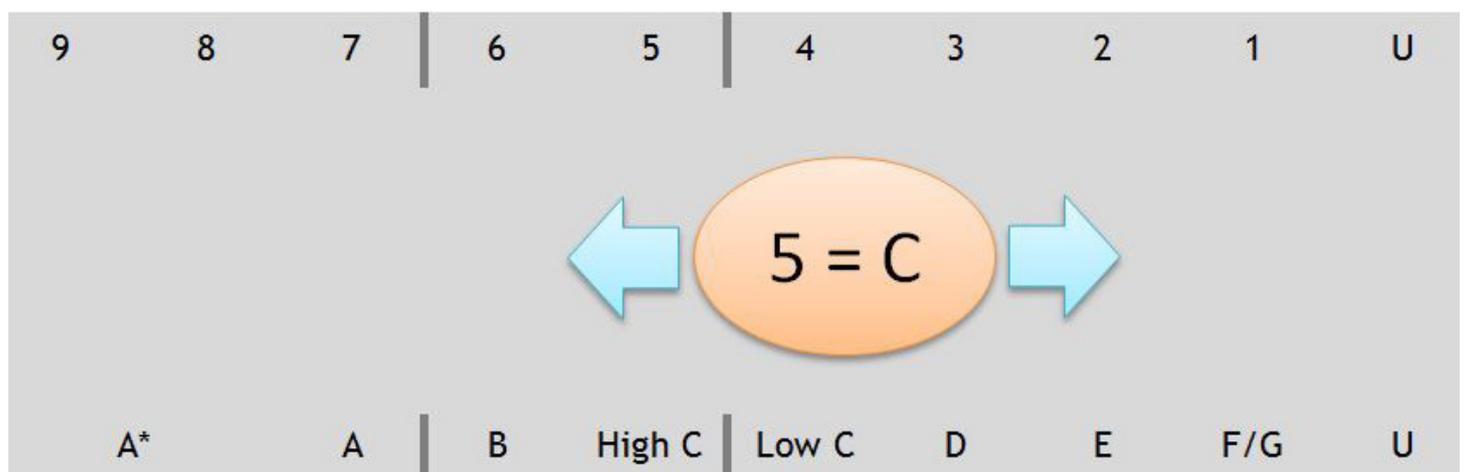
## GRADING

Under the reformed GCSEs, the new syllabus for each subject and assessments will be “more demanding”. They are also designed as a linear programme, with examinations at the end of Year 11. The new grades will be from grade 1 to 9. The chart below gives you a way of understanding the new system in comparison to the old one.

## ADDITIONAL OPTIONS

These options will give students a fantastic opportunity to boost their achievement in English, Mathematics and their other EBacc courses.

They provide additional time to work towards qualifications in these areas as well as developing good basic word and number skills.



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# THE COMPULSORY (CORE) SUBJECTS

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The following subjects will be taught to all students at WHS:

- English Language,
- English Literature,
- Mathematics,
- Science,
- Personal and Religious (PRS) or RE GCSE,
- Physical Education

GCSE subjects are assessed in a final examination or series of examinations at the end of Year 11

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## ENGLISH BACCALAUREATE (EBACC)

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You will need to look at the list of choices and choose two Ebacc subjects to study during Year 9, 10 and 11.

The Ebacc is open to all students at WHS. However, if you are planning to go to university, you should certainly consider choosing Ebacc subjects. Some universities, including the top universities, have said that they prefer students with the Ebacc qualifications.

The Ebacc subjects are:

- English
- Mathematics
- Science
- Computer Science
- A Humanities Subject: History or Geography
- A Modern Foreign Language: Spanish or French

At WHS, students have the option of continuing with the language they have been studying in Key Stage 3.

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## THE PERSONALISED CURRICULUM

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You also have choices to make over two Personalised Curriculum courses to study in Years 9, 10 and 11.

Personalised learning is about tailoring the curriculum to the individual needs and interests of each student. Here you have a choice of different types of qualifications with different levels of challenge

All students must follow two courses from the Personalised Curriculum.

Students need to choose your Personalised Curriculum subjects in order of preference. If possible we will allocate students their first preference, but some courses may not run due to low numbers of students choosing them.

We would recommend that you also choose a balanced range of subjects from the list of choices to ensure that you study a broad and balanced curriculum.

# THE WHS CURRICULUM

	YEAR 9	YEAR 10	YEAR 11
<b>CORE</b>	<ul style="list-style-type: none"> <li>• ENGLISH LANGUAGE</li> <li>• ENGLISH LITERATURE</li> <li>• MATHS</li> <li>• SCIENCE</li> </ul>	<ul style="list-style-type: none"> <li>• PE</li> <li>• RE/PRS</li> </ul>	
<b>EBacc</b>	<p>2 PREFERENCES (5 HOURS OVER 2 WEEKS)</p> <p>GSCE:</p> <ul style="list-style-type: none"> <li>• FRENCH</li> <li>• GEOGRAPHY</li> <li>• HISTORY</li> <li>• SPANISH</li> <li>• ADDITIONAL EBACC</li> </ul>		
<b>PERSONALISED</b>	<p>2 PREFERENCES (5 HOURS OVER 2 WEEKS)</p> <p>GCSE:</p> <ul style="list-style-type: none"> <li>• FRENCH, SPANISH GEOGRAPHY, HISTORY, ART &amp; DESIGN, COMPUTER SCIENCE, DRAMA, FOOD &amp; NUTRITION, MUSIC, PRODUCT DESIGN, TRIPLE SCIENCE, PE, SOCIOLOGY, BUSINESS.</li> </ul>	OR	<p>1 PREFERENCE (5 HOURS WEEKLY)</p> <p>PROVISIONAL OFFER</p> <p>VOCATIONAL:</p> <ul style="list-style-type: none"> <li>• HEALTH &amp; SOCIAL CARE, MUSIC BTEC.</li> </ul> <p>SUPPORT:</p> <ul style="list-style-type: none"> <li>• ADDITIONAL ENGLISH/MATHS, ESOL.</li> </ul>

# MAKING YOUR CHOICES

Do you want to be eligible for the English Baccalaureate?

## YES

To be eligible for EBacc you must choose the right combination of EBacc courses:

- Languages: French or Spanish
- Humanities: Geography or History

The Additional EBacc is a guided choice.



Before choosing your preferences you will have an IAG meeting with your tutor.

This will help you decide whether you should be choosing just GCSE/Vocational courses or whether you should also consider booster courses.

You should think about the different kinds of courses on offer and be aware of the different styles of learning and assessment offered by GCSE and vocational options.



Now make your remaining choices from the Personalised Curriculum.

You will be allocated two Personalised Curriculum choices.

If possible, we will give you your first choices.



Congratulations, you have chosen your Key Stage courses!

You will be able to choose one further course to study in Year 11 which could be another GCSE or even an AS Level course. The exact list of courses on offer will be confirmed during Year 10.

**THINK CAREFULLY ABOUT YOUR CHOICES!**

**ONCE YOU START A COURSE YOU ARE 100% COMMITTED TO FINISHING IT!**

**NEED HELP?**

**DISCUSS YOUR CHOICES WITH YOUR PARENTS/CARERS, SUBJECT TEACHERS & TUTOR.**

# INDIVIDUAL ADVICE & GUIDANCE (IAG)

## MEETING WITH TUTOR

You will discuss the questions below with your tutor. If you are unclear about anything your tutor will go through the relevant information with you in the preferences booklet. Your tutor will record the key points of your conversation on this sheet.

1. Are you aware of the important dates and deadlines? (Please Circle)

YES

NO

2. Do you understand how many preference choices you need to make and how many preferences courses you will study in Upper School? (Please Circle)

YES

NO

3. Do you have a clear understanding of the types of courses you can choose from (GCSE, vocational, English and maths Booster, EBacc Booster)? (Please Circle)

YES

NO

4. Based on this discussion with your tutor, what type of courses would be most suitable for you to choose at this stage? (Please Circle)

A MIXTURE OF BOOSTER  
OPTIONS WITH SOME GCSE/  
VOCATIONAL COURSES

JUST GCSE/  
VOCATIONAL  
COURSES

5. Do you understand the combination of subjects needed to be eligible for the English Baccalaureate? Do you intend to do the EBacc combination? (Please Circle)

YES

NO

6. Based on this discussion with your tutor, which courses do you most need to find out about on Preferences Evening?

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

YOU CAN GET MORE GUIDANCE FROM YOUR TUTOR AND FROM YOUR SUBJECT TEACHERS.

YOU SHOULD DISCUSS YOUR CHOICES WITH YOUR PARENTS/CARERS.

# CORE SUBJECTS



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# ENGLISH LANGUAGE & LITERATURE

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CONTACT: MR. E. BEAUMONT, HEAD OF DEPARTMENT

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EXAMINATION BOARD: AQA

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## ABOUT THE SUBJECT:

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English Language and English Literature are two separate GCSEs studied as part of one combined subject. Students are assessed in un-tiered, closed book examinations Grades 1-9.

KS4 focuses on both language and literature and sometimes uses literature texts as vehicle for studying language skills. Specifically, year by year, students will study:

- Year 9: Shakespeare's play 'Macbeth' and Poetry (both unseen and the conflict poetry from the anthology) as part of the Literature GCSE. Paper 2 Language is also delivered in Year 9.
- Year 10: Priestley's 'An Inspector Calls' and Dickens' 'A Christmas Carol' are both studied. By the end of Year 10 the Literature course has been taught for the first time.
- Year 11: Paper 1 is taught. Students then return to all exam papers in both Literature and Language. Skills are revised and honed in preparation for the final GCSE.

## WHAT WILL I LEARN TO DO?

---

You will learn a range of skills including how to read and analyse a wide range of texts from an anthology of poems to Shakespeare's 'Macbeth'. You will also explore how meaning is created in a variety of texts from different eras. You will learn how to develop complex analytical ideas through meaningful discussion in formal and informal contexts. You will also learn how to translate these complex analytical ideas into clearly expressed, confident essays on a wide range of different subjects, as diverse as Charles Dickens, Shakespeare, 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century texts.

## WHAT SKILLS DO I NEED?

---

- Fluent reading and writing skills
- The ability to develop and communicate your ideas clearly through discussion
- Extended writing skills
- The ability to analyse text
- The ability to learn and use textual evidence to support your ideas
- The ability to convey complex ideas in a range of informal and formal contexts, such as discussion and essay writing

## ASSESSMENT

---

English is assessed in the following ways:

English Language written examinations = 100% of the final grade for English Language is examined in two written papers.

English Literature written examinations = 100% of the final grade for English Literature is examined in two written papers.

Speaking and Listening = It will be awarded as a separate grade on your certificate

## BEYOND YEAR 11

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English Language and Literature can be studied at A - Level, degree level and far beyond! Qualifications in English open many doors to a wide variety of jobs in many different areas, involving such skills as team work, organisation, creativity and independent thinking and problem solving.

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# MATHEMATICS

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CONTACT: MR. J. DATTA, HEAD OF DEPARTMENT

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EXAMINATION BOARD: EDEXCEL

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## ABOUT THE SUBJECT:

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All students are taught GCSE mathematics in Key Stage 4. We follow the Edexcel examination syllabus. There are two levels of entry for mathematics, higher (9 - 5 grade) and foundation (6 - 1 grade). Students receive 4 hours of mathematics a week during Year 9, Year 10 and Year 11.

## WHAT WILL I LEARN TO DO?

---

The mathematics curriculum consists of 6 main areas - Numbers, Algebra, Ratio & Proportion, Geometry & Measures, Probability and Statistics.

These strands are continually revised and taught throughout the 3 years. In each strand there are many key mathematical objectives. Each group has a detailed Scheme of Learning covering the 6 areas which are appropriate to the needs and ability of the group. You will study a variety of topics including fractions, decimal and percentages, angles, solving equations, probability, charts and graphs, construction, multiplication and division, plotting graphs, co-ordinates, and scale drawings. You will also be asked to apply maths in new situations and problem solve.

## WHAT SKILLS DO I NEED?

---

The ability to:

- recall and use knowledge of the prescribed content.
- select and apply mathematical methods in a range of contexts.
- interpret and analyse problems and generate strategies to solve them.

## ASSESSMENT

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Mathematics is assessed solely via three written examinations. The papers are each 1 hour and 30 minutes long and the examinations are taken at the end of Year 11. 2 papers are calculator based and 1 is non calculator

## BEYOND YEAR 11

---

Mathematics is used in a variety of areas you might be considering studying in the future including Computing, Engineering, Design and Technology and Business Studies.

You will require a minimum of grade 5 at GCSE in order to study A Levels in the future.

A grade 6 or above in GCSE in mathematics can allow you to study A Level mathematics which future employers look upon as a desirable qualification.

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# GCSE COMBINED SCIENCE

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CONTACT: MR. D. HOWE, HEAD OF DEPARTMENT

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EXAMINATION BOARD: EDEXCEL

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## ABOUT THE SUBJECT:

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All students will follow the GCSE Combined Science course which leads to 2 GCSEs in Science. Some students have the choice to study for separate sciences (Biology, Chemistry and Physics) in Year 11. Entry for this course will be based on high academic attainment.

## WHAT WILL I LEARN TO DO?

---

You will learn a range of skills including:

- Analysing data
- Carrying out practical experiments, forming conclusions and evaluating results.
- Evaluating scientific models and justifying decisions.
- Application of knowledge to unfamiliar situations.

In addition to skills, you will explore the fundamentals of Chemistry, Biology and Physics that help to explain the world around us, including:

- Year 9: Cells and biological processes, Atoms and Periodicity, Newton's laws of Motion.
- Year 10: Plant biology, Acid and Bases, Waves and Radioactivity.
- Year 11: Evolution, Disease, Quantitative Chemistry, Electrolytic Processes and Energy.

## WHAT SKILLS DO I NEED?

---

- An open, inquisitive mind
- Observational skills
- Practical skills in collecting data
- An ability to evaluate your own work and the work of others
- Mathematical skills including; using and rearranging formulae, interpreting graphs and representing numbers in standard form.
- An understanding of how science is used in different industries

## ASSESSMENT

---

Combined Science and Separate Sciences are assessed by six external examinations sat at the end of Year 11. There is no coursework or controlled assessment element. Instead, students will be assessed on their ability to think scientifically and demonstrate problem solving skills through core practicals, which will be explored in lessons and assessed in each examination paper.

## BEYOND YEAR 11

---

Biology, Chemistry and Physics can all be studied at 'A' level and there are many Degree level courses and career opportunities available to those who wish to continue with science, such as Medicine, Sports Science, Dentistry, Engineering, Environmental studies & astronomy.

There are also many other science courses that cover different levels of entry, such as BTEC Nationals, which can lead to careers in research and laboratory work.

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# PERSONAL & RELIGIOUS STUDIES

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CONTACT: MS. Z. MCDONALD, HEAD OF DEPARTMENT

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EXAMINATION BOARD: AQA

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## ABOUT THE SUBJECT:

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A religious study GCSE comprises the study of two religions Christianity and Islam. Under new government legislation coming in for Sept 2016, all students must study two religions at GCSE not one.

They will study a range of themes across both religions connected to practice, worship, ethics and morality. Students will explore both religions in depth and cover a range of different topics.

## WHAT WILL I LEARN TO DO?

---

Key elements of both religions and how they started. The Holy Books and places of worship are also covered.

Students will explore a wide range of moral and ethical issues.

Exploring ethical and moral issues such as Abortion, Euthanasia, Sexuality, Medical treatments, War, Peace, environmental issues & poverty. Both the Christian and Islamic views on these topics are explored.

How to develop complex analytical ideas through meaningful discussion in formal and informal contexts.

## WHAT SKILLS DO I NEED?

---

- Fluent reading and writing skills
- The ability to develop and communicate your ideas clearly through discussion
- Presentation skills
- Extended writing skills
- The ability to analyse text
- The ability to use textual evidence to support your ideas

## ASSESSMENT

---

RS is a completely linear assessment, there is no controlled assessment. Two separate written exam papers are taken at the end of Year 11, one is Christianity, and one is Islam. Each paper has a 50% weighting towards the final grade.

## BEYOND YEAR 11

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Students can study A level Religious Studies at post 16 or other A Levels such as Philosophy. It demonstrates to Further and Higher educational establishments that the student can apply extended writing skills.

# PREFERENCES



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# BUSINESS GCSE

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CONTACT: MS. H. AMPUDIA, HEAD OF DEPARTMENT

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EXAMINATION BOARD: EDEXCEL

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## ABOUT THE SUBJECT:

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If you enjoy:

- communicating and explaining your ideas
- thinking creatively and making decisions
- working with numbers to solve business problems
- learning about the world of business through real and relevant local and international brands then the GCSE Business course is the right subject for you.

## WHAT WILL I LEARN TO DO?

---

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business.

## WHAT SKILLS DO I NEED?

---

- Strong communication skills (oral and written)
- Analytical and critical thinking.
- Problem solving.
- Decision making.
- Logical thinking.

## ASSESSMENT

---

The qualification will be assessed in two equally weighted exam papers. There is no coursework

## BEYOND YEAR 11

---

After this qualification you'll understand the world of business and have developed skills in:

- making decisions and developing persuasive arguments
- creative and practical problem solving
- Understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

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# ART AND DESIGN

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CONTACT: MR. C. ARCHER, HEAD OF DEPARTMENT

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EXAMINATION BOARD: AQA

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## ABOUT THE SUBJECT:

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If you enjoyed Art in Year 7 and Year 8, and are thinking of further developing some of the skills you have been taught, Art is the right choice for you.

Art is taught as 2 components. Specifically, year by year, students will study:

- Year 9: Development of Key skills and use of materials, techniques and processes
- Year 10: School Production and Portraiture Project
- Year 11: Mock Exam and G.C.S.E Exam

## WHAT WILL I LEARN TO DO?

---

- To respond personally to ideas, subjects and themes, within a historical, cultural and environmental context
- To use different skills and approaches to recording images such as, observation, analysis, expression and imagination
- To work independently on an idea from a starting point to the finished outcome.
- To experiment with ideas, materials, tools and subject matter.
- To show an understanding of the conventions of representational and abstract; and imaginary and genres.
- To make use of appropriate materials, tools and techniques.
- To provide evidence of the use of safe working practices.
- To develop your imagination and creative abilities.

## WHAT SKILLS DO I NEED?

---

- Modest drawing skills.
- An understanding of how to use other materials such as paint and collage.
- The ability to experiment with different techniques.
- The ability to research various artists to support personal work.
- The ability to annotate and use subject specific vocabulary to discuss your own work and the work of others.
- The ability to evaluate final pieces and projects

## ASSESSMENT

---

Component 1: Portfolio (Coursework), will be worth 60% of the total grade. Grade 1-9.

Component 2: Externally set assignment (exam), will be worth 40% of the final grade. Grade 1-9.

The exams and coursework will be measured on how you have achieved the following assessment objectives.

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant to intentions as work progresses.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## BEYOND YEAR 11

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A Level Art, BTEC Level 3 Art and Design. Consider careers in the Fashion/Textile Industry. Theatre Set design/props/costume, Architecture, Interior Design, Visual Merchandising, Photography, Art Therapy, Graphic design/Illustration.

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# COMPUTER SCIENCE

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CONTACT: MR. A. PAUPIAH, HEAD OF DEPARTMENT

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EXAMINATION BOARD: OCR

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## ABOUT THE SUBJECT:

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This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. Don't forget - Computer Science is now part of the English Baccalaureate.

The 3 components of this course are:

Computer systems, Computational thinking, algorithms and programming and Programming project.

Students will study in:

Year 9: Systems Architecture, Memory, Storage, Algorithms and Programming techniques

Year 10: Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns. Start their Project.

Year 11: Producing robust programs, Computational logic, Translators and facilities of languages and Data representation. Complete their Programming Project.

## WHAT WILL I LEARN TO DO?

---

It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Students who want to go on to higher study and employment in the field of computer science will find it provides a superb stepping stone.

You will learn how to use exciting new resources: we've teamed up with partners such as Raspberry Pi and Computing At School to invigorate the curriculum.

This subject is relevant to the modern and changing world of computer science. It is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement.

## WHAT SKILLS DO I NEED?

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Students entering this course should have achieved a general educational level equivalent to National Curriculum Level 3; or an Entry Level 3 within the National Qualifications Framework; completed the Year 9 computing programme and achieve a very good level in Maths and Computer Science.

## ASSESSMENT

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The examination consists of two written examinations (40% each) and an externally moderated non-exam assessment (20%).

## BEYOND YEAR 11

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The course will provide an excellent background for Advanced level qualifications which enable students to progress either directly to employment, or to proceed to further qualifications, e.g. Level 3 qualifications such as GCE, AS and A level Computing and GCE ICT.

Students who are awarded mainly Grades 9 - 5 at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

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# DRAMA

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**CONTACT: MS. S. BIRKS, HEAD OF DEPARTMENT**

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**EXAMINATION BOARD: EDUQAS**

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## **ABOUT THE SUBJECT:**

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The course is in three components:

Component 1: Devising theatre. Students are assessed on their acting. They participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by the exam board. Students must produce a realisation of their piece of devised theatre and a portfolio of supporting evidence.

Component 2: Performing from a text. Students will be assessed on their acting they study two extracts from the same performance text. They participate in one performance using sections of text from both extracts.

Component 3: Interpreting theatre. (Written exam)

## **WHAT WILL I LEARN TO DO?**

---

You will learn how to:

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective learners who are able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate own work and that of others. Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama will help you to deal with a range of different situations and people.

During Year 9 students will: Practically learn all the skills they need to use within components 1, 2, 3 through project based learning, this will be based around practitioners, theatre styles and how to learn lines and develop character.

During Year 10 students will: Have a mock year 11, this will comprise of component 1 from September-December, Component 2 from January - March and then practically looking at the set text Summer 1 and then honing the written skills and compiling mock written exams in Summer 2.

During Year 11 students will: Complete their exams for the year. Component 1 will be completed by December, Component 2 will be completed by March and then Component 3 will be examined in May.

## **WHAT SKILLS DO I NEED?**

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Throughout the GCSE course, the skills you have been learning and practicing since Year 7 will now be honed and refined: acting skills, writing skills, evaluation and analysis skills, self-confidence, leadership skills, teamwork skills, speaking and listening skills/ public speaking, decision making skills.

## **ASSESSMENT**

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Component 1 is internally assessed by the classroom teacher and externally moderated. You will also have to complete a written report based on your devised piece. This is 40% of the qualification.

Component 2 is externally assessed by a visiting examiner and this is 20% of the qualification.

Component 3 is a 1 hour 30 minutes written exam worth 40% of the final grade.

## **BEYOND YEAR 11**

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After studying GCSE Drama students could go on to take an AS or A level in Drama and Theatre Studies or a Vocational A-level in Performing Arts or a BTEC National Certificate or Diploma in Performing Arts.

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# FOOD & NUTRITION

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CONTACT: MR. C. ARCHER, HEAD OF DEPARTMENT

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## EXAMINATION BOARD: AQA

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### ABOUT THE SUBJECT:

Are you interested in learning how to plan a meal and prepare food? Are you the next Mary berry?

You will study nutrition and health food trends, food processing and food preparation.

If you choose this subject you will be expected to provide ingredients for food preparation on a regular basis. This course involves written and practical elements.

### WHAT WILL I LEARN TO DO?

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To develop your Designing and Making skills and your knowledge and understanding of nutrition. You will learn how to design and make food products whilst considering environmental issues. You will also study the importance of health and safety, minimising food waste and reducing sugar and salt for a healthier diet.

Year 9. You will learn: Pastry - how to prepare, use and cook a range of sweet and savoury pastry products encompassing seasonal and locally sourced produce. Become an artisan bread maker. Use yeast and other leavening agents to create a range of bread/bread based products.

The Food Preparation and Nutrition GCSE is an exciting and creative course which focuses on practical cooking skills and will ensure students develop greater understanding of nutrition, food provenance and the working characteristics of food materials.

The new course at GCSE focuses on the practical aspects of food with an emphasis on preparation and terminology. The new specification has replaced food technology, home economics and catering. Over the two years students will undergo a written assessment- food investigation (15%) and a practical assessment (35%). These can be completed in either or both yr10/11. The course concludes with a written exam combining multiple choice and 5 long questions.

Year 10 and 11. You will learn: To develop an understanding of nutrition, the effects of cooking and the awareness of Global food supplies and World foods. You will investigate how different cooking methods affect food, use terminology appropriately and confidently whilst making a variety of dishes from around the World. The emphasis is on nutrition so many of the dishes will be savoury. These skills will be combined with meal planning and consider both time and financial constraints in line with household budgeting. By year 11, students should be able to 'dovetail' tasks e.g. preparing two or three dishes at a time.

### WHAT SKILLS DO I NEED?

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- Analytical skills
- Planning skills
- Thinking Skills
- Making skills
- Creative skills
- Evaluation skills
- Decorating skills

### ASSESSMENT

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Food and Nutrition is assessed in two different ways:-

Written exam - 50% written exam

Coursework - 50% coursework

### BEYOND YEAR 11

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Studying Food and Nutrition may lead to the following professions.

- Caterer
- Baker
- Dietician
- Food Scientist
- Environmental Officer

Further study options include A Level in Food, Nutrition and Health or BTEC (Level 3) in Food Nutrition. The design portfolio you develop during Year 11 could be used for a college or job interview.

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# GEOGRAPHY

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**CONTACT: MS. N. TURVEY, HEAD OF DEPARTMENT**

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**EXAMINATION BOARD: EDEXCEL SPECIFICATION B**

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## ABOUT THE SUBJECT:

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Are you interested in the world around you? Do you want to be able to make informed decisions about where to work, where to live and where to go on holiday? Do you have an interest in how people and the environment interact? Do you want to know how we can live in a sustainable world? Then GCSE Geography is the choice for you.

## WHAT WILL I LEARN TO DO?

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Year 9: Hazardous Earth - Tectonic Activity, Development Dynamics, UK's Evolving Physical Landscape (to include coastal fieldwork).

Year 10: Hazardous Earth - Climate, Challenges of an Urbanised World, UK's Evolving Human Landscape, Rivers and Rural Areas Fieldwork.

Year 11: People and the Biosphere, Forests Under Threat, Consuming Energy Resources.

## WHAT SKILLS DO I NEED?

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- good communication skills
- able to work in a team
- independent study skills
- analytical skills
- good numeracy and literacy
- a keen interest in the world around you
- good problem-solving skills
- good time-management
- computer skills
- environmentally and socially aware
- an understanding of environmental issues
- research skills

## ASSESSMENT

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GCSE Geography is assessed by 100% exams in three written papers:

- Component 1: Global Geographical Issues, 37.5% of the qualification. Written examination: 1 hour 30 minutes, 94 marks.
- Component 2: UK Geographical Issues, 37.5% of the qualification. Written examination: 1 hour 30 minutes, 94 marks.
- Component 3: People and Environment Issues - Making Geographical Decisions, 25% of the qualification. Written examination, 1 hour 30 minutes, 64 marks

## BEYOND YEAR 11

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A Level Geography, Btec Level 3 Environmental sustainability, Btec Level 3 Environmental Sciences. Careers in: Travel, Leisure and Tourism, Conservation, Renewable energy and much more.

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# HEALTH & SOCIAL CARE

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CONTACT: MS. N. TURVEY, HEAD OF DEPARTMENT

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EXAMINATION BOARD: EDEXCEL

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## ABOUT THE SUBJECT:

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The BTEC Tech Award in Health and Social Care is split into three components:

- Component 1: Human Lifespan Development. An internally assessed component where the students learn to explore individuals' development, investigate various factors and choices on individuals' growth and development and discover how people adapt to life events and changes?
- Component 2: Health and Social Care Services and Values. Is an internally assessed component, students will learn about health and social care services, identify who uses these services, discover who provides these services, explore what might affect people's access to these services and look at the care values to make sure people get care and protection that they need.
- Component 3: Health and Wellbeing. Externally assessed task, students create a health and wellbeing improvement plan. The students have to learn what 'being healthy' means to different people. Explore the different factors that influence health, identify key health factors and how to interpret them, assess a case study that they have learnt, create a health and wellbeing improvement plan for their case study and include targets as well as recommendations; reflect on potential challenges that their case study may face putting their plan into action.

## WHAT WILL I LEARN TO DO?

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You will learn a range of skills including:

- Developing your knowledge and understanding of the sector
- Appreciate the importance of care values
- Analyse and evaluate your skills
- Develop valuable skills and explore potential careers
- Extended writing skills
- The ability to develop concepts and express them using various data

## WHAT SKILLS DO I NEED?

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To succeed in this course you will need to:

- Have a keen interest in the Health and Social care sector and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.
- Want to find out more about health and social care through personal investigation.
- Be interested in finding out about what affects health.
- Want to study a course that is active, enjoyable and practical.
- Interested in working within the Health and Social Care sector or further education within the field.

## ASSESSMENT

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Component one and Component two are both internally assessed and combined are worth 60% of the overall grade, each Component is worth 30%. Component three is worth 40%, ALL Components must be completed to achieve a final grade in this subject.

## BEYOND YEAR 11

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The Edexcel BTEC Tech Award in Health and Social Care allows students to go on to further vocational and academic study at level 2 and 3, including apprenticeships and traineeships.

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# HISTORY

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CONTACT: MR. M. COSTELLO, HEAD OF HISTORY

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## EXAMINATION BOARD: EDEXCEL

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### ABOUT THE SUBJECT:

History helps us to understand the world in which we live. History helps you discover how your world evolved; it helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions.

### WHAT WILL I LEARN TO DO?

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Year 9: 20<sup>th</sup> Century Conflicts. Boer War, WW1, WW2, The Korean War, The Vietnam War, Afghanistan conflicts, The first Gulf War

Year 10: Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.

King Henry VIII and his ministers

Year 11: Weimar and Nazi Germany, 1918-39. The Treaty of Versailles, Hyperinflation, The Munich Putsch, the rise of Nazi Germany, Nazi Propaganda

Superpower relations and the Cold War, 1941-91. The ideological conflict between Capitalism and Communism, Proxy wars,

### WHAT SKILLS DO I NEED?

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- good communication skills
- able to work in a team
- independent study skills
- analytical skills
- good numeracy and literacy
- a keen interest in the world around you
- good problem-solving skills
- good time-management
- computer skills
- environmentally and socially aware
- an understanding of environmental issues
- research skills

### ASSESSMENT

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Paper 1: Thematic study and historic environment

- Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.
- Written examination: 1 hour and 15 minutes 30%\* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2: Period study and British depth study

- Henry VIII and his ministers, 1509-40 and Superpower relations and the Cold War, 1941-91
- Written examination: 1 hour and 45 minutes 40%\* of the qualification 64 marks (32 for the period study and 32 for the British depth study)

Paper 3: Modern Depth Study

- Weimar and Nazi Germany, 1918-39
- Written examination: 1 hour and 20 minutes 30%\* of the qualification 52 marks

### BEYOND YEAR 11

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In a rapidly changing society, history has perhaps never been so relevant, allowing you to explore a varied and exciting choice of topics which will help develop transferrable skills.

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# FRENCH

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**CONTACT: MS. M. SENIOR, HEAD OF DEPARTMENT**

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## EXAMINATION BOARD: EDEXCEL

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### ABOUT THE SUBJECT:

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The aims and objectives of this qualification are to enable you to:

- develop your ability to communicate confidently and coherently with native speakers in speech and writing.
- express and develop your thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen your knowledge about how language works and enrich your vocabulary in order for you to increase your independent use and understanding of the language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken.
- develop language-learning skills both for immediate use and to prepare you for further language study and use in school, higher education or employment.

### WHAT WILL I LEARN TO DO?

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The Pearson Edexcel GCSE (Grades 9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

- During Year 9 students will study the topics of Local area; Holiday and School
- During Year 10 students will study Identity and Culture
- During Year 11 students will study the topics of Future Inspiration, Study and Work

When you study French at GCSE level, the emphasis is on developing your confidence to use and understand authentic materials in order to enjoy your development in the language and culture that you are studying. This course has a strong focus on French Culture in particular and we will study French arts, poetry and movies.

### WHAT SKILLS DO I NEED?

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At GCSE, your skills will be developed and refined. You will need an ability to understand the French culture, and to expect to bring in a European and worldly dimension.

### ASSESSMENT

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Paper 1: Listening and understanding in French. This is a written examination and at Foundation tier it lasts for 35 minutes including 5 minutes' reading time. It is worth 50 marks. At Higher tier, it lasts for 45 minutes including 5 minutes' reading time. It is worth 50 marks. It's 25% of the total qualification.

Paper 2: Speaking in French. Internally conducted and externally assessed and at Foundation tier, it lasts between 7-9 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. At Higher tier it lasts between 10-12 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. It is 25% of the total qualification.

Paper 3: Reading and understanding in French. This is a written examination and at Foundation tier it lasts 45 minutes; it is worth a total of 50 marks. At Higher tier, it lasts for 1 hour and it is worth a total of 50 marks. It is 25% of the total qualification.

Paper 4: Writing in French. It is a written examination and at Foundation tier, it lasts 1 hour and 10 minutes; it is worth 60 marks. At Higher tier, it lasts for 1 hour 20 minutes and it is worth 60 marks. It is 25% of the total qualification.

### BEYOND YEAR 11

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In today's world, learning a foreign language (or two) is seen not only as a highly desirable skill but an essential one: today's employers are anywhere in the world and need people with combined language skills. This is why the government has decided to ensure that a Language has to be studied at GCSE in the new EBacc. Members of the workforce who can speak a foreign language are more highly paid and are in great demand all around the world. Many travel and work internationally for multinational organisations, or for local companies which sell goods abroad.

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# SPANISH

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**CONTACT: MS. M. SENIOR, HEAD OF DEPARTMENT**

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## EXAMINATION BOARD: EDEXCEL

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### ABOUT THE SUBJECT:

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The aims and objectives of this qualification are to enable you to:

- develop your ability to communicate confidently and coherently with native speakers in speech and writing.
- express and develop your thoughts and ideas spontaneously and fluently.
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen your knowledge about how language works and enrich your vocabulary in order for you to increase your independent use and understanding of the language in a wide range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken.
- develop language-learning skills both for immediate use and to prepare you for further language study and use in school, higher education or employment.

### WHAT WILL I LEARN TO DO?

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The Pearson Edexcel GCSE (Grades 9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

- During Year 9 students will study the topics of Local area; Holiday and School
- During Year 10 students will study Identity and Culture
- During Year 11 students will study the topics of Future Inspiration, Study and Work

When you study Spanish at GCSE level, the emphasis is on developing your confidence to use and understand authentic materials in order to enjoy your development in the language and culture that you are studying. This course has a strong focus on French Culture in particular and we will study Spanish arts, poetry and movies.

### WHAT SKILLS DO I NEED?

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At GCSE, your skills will be developed and refined. You will need an ability to understand the Spanish culture, and to expect to bring in a European and worldly dimension.

### ASSESSMENT

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Paper 1: Listening and understanding in Spanish. This is a written examination and at Foundation tier it lasts for 35 minutes including 5 minutes' reading time. It is worth 50 marks. At Higher tier, it lasts for 45 minutes including 5 minutes' reading time. It is worth 50 marks. It's 25% of the total qualification.

Paper 2: Speaking in Spanish. Internally conducted and externally assessed and at Foundation tier, it lasts between 7-9 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. At Higher tier it lasts between 10-12 minutes plus 12 minutes' preparation time; it is worth a total of 70 marks. It is 25% of the total qualification.

Paper 3: Reading and understanding in Spanish. This is a written examination and at Foundation tier it lasts 45 minutes; it is worth a total of 50 marks. At Higher tier, it lasts for 1 hour and it is worth a total of 50 marks. It is 25% of the total qualification.

Paper 4: Writing in Spanish. It is a written examination and at Foundation tier, it lasts 1 hour and 10 minutes; it is worth 60 marks. At Higher tier, it lasts for 1 hour 20 minutes and it is worth 60 marks. It is 25% of the total qualification.

### BEYOND YEAR 11

---

In today's world, learning a foreign language (or two) is seen not only as a highly desirable skill but an essential one: today's employers are anywhere in the world and need people with combined language skills. This is why the government has decided to ensure that a Language has to be studied at GCSE in the new EBacc. Members of the workforce who can speak a foreign language are more highly paid and are in great demand all around the world. Many travel and work internationally for multinational organisations, or for local companies which sell goods abroad.

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# SOCIOLOGY

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**CONTACT: MS. Z. MCDONALD, HEAD OF DEPARTMENT**

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**EXAMINATION BOARD: AQA**

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## **ABOUT THE SUBJECT:**

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GCSE Sociology aims to broaden students' minds, helping them to see their world from different perspectives and in new and thought-provoking ways. Studying Sociology gives students the opportunity to consider the world through perspectives other than their own and to be respectful and tolerant young people.

## **WHAT WILL I LEARN TO DO?**

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Students that study Sociology will develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues.

Sociology is exciting, interesting and relevant to students' lives. This specification encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills.

## **WHAT SKILLS DO I NEED?**

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- Fluent reading and writing skills
- The ability to develop and communicate your ideas clearly through discussion
- Presentation skills
- Extended writing skills
- The ability to analyse text
- The ability to use textual evidence to support your ideas

## **ASSESSMENT**

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Sociology is a completely linear assessment, there is no controlled assessment.

## **BEYOND YEAR 11**

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Students can study A level Sociology at post 16 or other A Levels such as Philosophy, Ethics and Anthropology. It demonstrates to Further and Higher educational establishments that the student can apply extended writing skills.

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# MUSIC

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**CONTACT: MS. C. DANSO, HEAD OF DEPARTMENT**

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**EXAMINATION BOARD: OCR**

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## ABOUT THE SUBJECT:

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OCR GCSE (9-1) Music qualification provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements - Performing, Composing and Appraising. There are three units in total with 5 areas of study to help develop musicianship skills and broaden awareness.

This course is suitable for students who enjoy:

- Playing an instrument or singing (Grade 1 - 8 is preferable)
- Learning about music technology and composition techniques
- Joining music clubs and enrichments
- Developing ensemble and composition skills
- Listening and researching composers/artists
- Theory and sight-reading music scores

A successful musician will need to demonstrate enthusiasm, commitment and good discipline in making music and performing different styles of music.

## WHAT WILL I LEARN TO DO?

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You will receive instrumental lessons throughout the course and build on your performing skills in preparation for a solo and group performance exam. You will also be expected to widen your knowledge about music theory and listening appraisal skills.

Course Outline:

During Year 9: The course will be based on learning skills on an instrument or voice.

AOS3 Rhythm of the World - learning how to play and identify different genres from African to Samba drumming

AOS5 Conventions of Pop - widen knowledge about popular music from the 1920s to present day

Assessment: Group Performance Exam and composition based on a given brief

During Year 10: The course will be based on listening and appraisal skills

AOS1: My instrument - create a composition on your instrument

AOS2: The Concerto through time - widen knowledge and understanding

AOS4 Film Music - developing composing and listening skills

Assessment: Solo Performance Exam on your chosen instrument

During Year 11: The course will prepare you for the listening exam and all coursework will be submitted.

Coursework Portfolio 1 (30%) One performance (15%) One composition (15%) Linked together by a theme

Coursework Portfolio 2 (30%) Ensemble performance (15%) Composition 2 - examination board set brief

(15%). There will be eight set briefs to choose from.

## WHAT SKILLS DO I NEED?

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- A positive and professional attitude
- The ability to organise oneself
- Reliability
- Good punctuality and communication skills

## ASSESSMENT

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This is 60% of the course that is marked internally and externally moderated by OCR.

Listening Exam Paper (Summer Term) (40%) It is based on the 5 Areas of Study that is marked externally by OCR.

## BEYOND YEAR 11

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After studying GCSE music you can do an 'A' Level Music course or Level 3 BTEC equivalent.

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# BTEC MUSIC

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**CONTACT: MS. C. DANSO, HEAD OF DEPARTMENT**

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**EXAMINATION BOARD: EDEXCEL**

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## ABOUT THE SUBJECT:

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This course is suitable for students who enjoy:

- Playing an instrument or singing (Grade 1 - 8 is preferable)
- Learning about music technology and composition techniques
- Joining music clubs and enrichments
- Developing ensemble and communication skills
- Listening and researching composers/artists
- Theory and sight-reading music scores

A successful musician will need to demonstrate enthusiasm, commitment and good discipline in making music and performing different styles of music.

## WHAT WILL I LEARN TO DO?

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During Year 9: Unit 5: Introducing Music Performance

- How to play an instrument
- How to play as a band
- How to rehearse as a band
- How to perform a set to a live audience
- How to write read and perform different genres of music

Assessment: Group performance based on a given brief - (evidence - live recording)

During Year 10: Introducing Music Composition

- How to use music technology
- How to write a composition based on a given brief
- How to copyright your composition
- How to publish your composition

Assessment: Composition 1 and 2 based on a given brief

During Year 11:

Unit 1: The Music Industry (External Exam in the Summer Term) and

Unit 2: Creating a Music Product

- How the music industry operates and the job roles within it
- How to create a product and perform in the event
- How to plan a schedule and rehearsal diary for an event
- How to promote and market a product
- How to publish and distribute a product
- How to prepare for the written exam paper

## WHAT SKILLS DO I NEED?

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- A positive and professional attitude
- Reliability
- The ability to organise oneself
- Good punctuality and communication skills

## ASSESSMENT

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The external written exam will be a timed written paper that is based on the music industry. Grading Criteria: Level 2, (Pass C), (Merit B), (Distinction A)

## BEYOND YEAR 11

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After studying BTEC music you can do Level 3 BTEC equivalent course in Music Production/Technology.

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# PHYSICAL EDUCATION

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**CONTACT: MR. D. BRACKEN, HEAD OF DEPARTMENT**

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**EXAMINATION BOARD: EDEXCEL**

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## ABOUT THE SUBJECT:

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The aims and objectives of this qualification are to enable you to:

- Develop knowledge of how exercise affects the body.
- Learn how your own performance is affected by a wide array of factors and influences.
- Develop transferable skills, which will support you in other subjects as well as your future career/studies.
- Access further courses in this subject matter to pursue a career within a sports orientated field.
- Develop a deeper understanding of Physical Education and appreciate what makes a performance what it is.
- Identify areas for development and plan for their improvement.

## WHAT WILL I LEARN TO DO?

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You will learn about the following topics and their influence and impact on health and exercise:

Year 9

- Components of fitness
- Optimising training and avoiding injury
- Smart targets
- Effective use of warm ups and cool downs
- The relationship between health and fitness
- Physical, emotional and social health, fitness and wellbeing
- The consequences of a sedentary lifestyle
- Engagement patterns of different social groups in physical activity and sport

Year 10

- PEP coursework
- Principles of training
- Methods of training- Diet
- Classification of skill
- Guidance and feedback on performance
- Aerobic and anaerobic respiration
- Long and short term effects of exercise

Year 11

- Planes and axes of movement
- Structure and function of the musculo-skeletal system
- Structure and function of the cardio-respiratory system -Levers

## WHAT SKILLS DO I NEED?

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At GCSE, you need to be able to perform your activities to a high standard given the weighting they carry towards your final grade. There is a considerable amount of Biology involved so a good grade in Science is desirable as well as a good understanding of Maths.

## ASSESSMENT

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Component 1: Fitness and Body systems. This is a written examination which lasts for 1 hour and 30 minutes. During this paper, the units covered in the Fitness and Body systems part of the course will be tested. This paper will constitute 30% of the final overall grade.

Component 2: Health and performance. This is a written examination which lasts for 1 hour and 30 minutes. During this paper, the units covered in the health and performance part of the course will be tested. This paper will constitute 30% of the final overall grade.

Component 3: Practical performance. This is comprised of three practical performances, each worth 10% of the final grade. They will be assessed throughout the duration of the course. There must be at least one individual sport and at least one team sport within the three nominated activities.

Component 4: Personal exercise plan. This is a written piece of coursework that makes students apply a wide range of the theoretical concepts taught into a practical manner to improve their own performance.

## BEYOND YEAR 11

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There are a number of different careers that can be pursued: Coach, gym instructor, personal trainer, dietician, physiotherapist, occupational therapist and teacher.

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# PRODUCT DESIGN

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CONTACT: MR. C. ARCHER, HEAD OF DEPARTMENT

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EXAMINATION BOARD: AQA

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## ABOUT THE SUBJECT:

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Are you interested in finding out how things are designed and manufactured? Do you want to be the next Robert Dyson? Do you enjoy designing products, modelling prototypes and manufacturing in a range of materials? This course offers you the opportunity to develop all of these skills as well as evaluating products currently available to the consumer.

## WHAT WILL I LEARN TO DO?

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Over the three years there will be an emphasis on designing and manufacturing of products.

Year 9: You will learn the skills of investigating, designing and making various products based on core principles and techniques. Skills such as designing packaging, furniture and toys will be explored.

Year 10: You will develop knowledge and skills in a variety of industrial processes, tools and computer aided design/manufacturing techniques through practice assignments.

Year 11: You will need to prepare for the written exam paper, demonstrating your knowledge, skills and understanding. You will need to undertake research, marketing, consumer protection and use this information to help you design and make your final product. You will be expected to analyse and evaluate your final product and produce a portfolio for submission.

## WHAT SKILLS DO I NEED?

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- Analytical skills
- Planning skills
- Thinking Skills
- Evaluation skills
- Making skills
- Self-reflective skills

## ASSESSMENT

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Product Design is assessed in two different ways:-

Written exam - 50% (2 hours)

Coursework - 50% (Controlled assessment to be completed in Year 11)

## BEYOND YEAR 11

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Further Education: A Level in Product Design, Graphics or Textiles, BTEC Engineering

Higher: Degree in Product Design or Graphics

Studying Product Design may lead to the following professions:

- Architecture
- Product Design
- Industrial design
- Graphic Design
- Engineering

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# ESOL: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

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CONTACT: MR. C. HABBAD

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## EXAMINATION BOARD: CAMBRIDGE ESOL

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### ABOUT THE SUBJECT:

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ESOL is for students who are relatively new to the learning of English. They get additional English lessons to help accelerate their English learning. Teaching is focused on building English language competency with an emphasis on passing the Cambridge ESOL Exam while also enhancing English Language GCSE skills. These lessons are taught in small groups and students are equipped with essential skills necessary for closing their achievement gap.

KS4 is focused on Cambridge ESOL for Schools which is designed to develop to students' competence in English language skills.

- During Year 9 and 10 ESOL is focused on laying the foundation of basic knowledge of the English Language which include necessary English grammar skills.
- Year 10: Year 10 ESOL is focused on laying the foundation of basic knowledge of the English Language which include necessary English grammar skills.
- Year 11 is focused on reinforcing the skills learned in Year 10 and building further to prepare students to be well equipped for their Cambridge ESOL exam and GCSE English. Skills are revised and honed in preparation for the final GCSE.

### WHAT WILL I LEARN TO DO?

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You will learn:

- a range of skills including awareness of the correctness of your English usage.
- how writers use language to create specific meaning in different forms of texts.
- how to write simple, compound and complex sentences for an effect.
- how to enhance your writing by using good punctuation skills.

### WHAT SKILLS DO I NEED?

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- Fluent decoding skills
- The ability to communicate ideas in writing
- The ability to use cohesive complex sentences and paragraphs
- The ability to analyse writer's language techniques
- The ability to construct steps to show textual evidence to support own ideas

### ASSESSMENT

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ESOL is assessed in the following ways:

Reading and Writing (1 hour 30 minutes); Reading: 5 parts; Writing: 3 parts -50% total marks.

Listening (36 minutes); 4 parts -25% total marks.

Speaking (10-12 minutes per candidate); 4 parts -25% total marks.

Successful candidates will be awarded the internationally recognised Cambridge ESOL certificate from the Cambridge University Assessment Unit.

### BEYOND YEAR 11

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Learning English Language opens plenty of future opportunities in both studies and career.

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# ADDITIONAL ENGLISH

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**CONTACT: MR. BEAUMONT, HEAD OF DEPARTMENT**

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## **ABOUT THE SUBJECT:**

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Additional English is part of the Preference Pathways. We offer this preference to students whose teacher assessments show they have an additional need for extra English lessons. This will help to boost and support them to improve their skills and thereby achieve a higher grade in this very important subject.

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# ADDITIONAL MATHS

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**CONTACT: MR. J. DATTA, HEAD OF DEPARTMENT**

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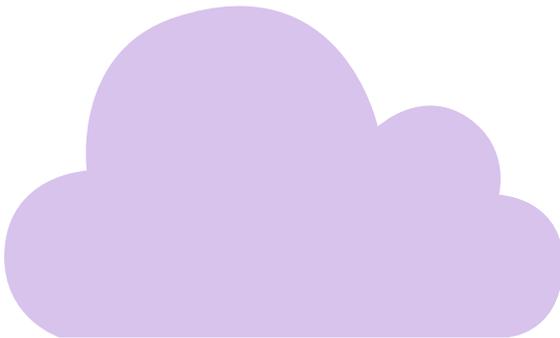
## **ABOUT THE SUBJECT:**

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Additional Mathematics is also part of the Preference pathways. Some students need that extra time to work at certain topics. This programme gives those students the support to improve their knowledge, skills and understanding with the aim of them achieving a higher grade.



# PREFERENCE FORM



# PREFERENCE FORM

This form will be completed online by 1<sup>st</sup> February 2017.

NAME OF STUDENT:

TUTOR GROUP:

## EBACC CURRICULUM PREFERENCES

All students must choose two EBacc subjects from French, Spanish, Geography, History and the Additional EBacc.

To be eligible for the EBacc students will need to choose one language (French or Spanish) and one Humanities subject (Geography or History).

The Additional EBacc is a guided choice.

HUMANITIES PREFERENCE	PLEASE TICK	LANGUAGES PREFERENCE	PLEASE TICK
History		French	
Geography		Spanish	

*You must select the language that you studied in KS3*

## PERSONALISED CURRICULUM PREFERENCES

Please tick your two preferred preferences and two reserve preferences.

The Additional Maths and English are a guided choice.

PERSONALISED PREFERENCE	1 <sup>ST</sup> CHOICE	2 <sup>ND</sup> CHOICE	3 <sup>RD</sup> CHOICE	4 <sup>TH</sup> CHOICE
Art and Design				
Business				
Computer Science				
Drama				
Food and Nutrition				
Geography				
Music				
PE				
Product Design				
History				
Sociology				

Health and Social Care		
Music BTEC		

*Health and Social Care and Music BTEC counts as 2 preferences as it is taught over 5 hours per week*

GUIDED OPTIONS	1 <sup>ST</sup> CHOICE	2 <sup>ND</sup> CHOICE
Additional Maths		
Additional English		
Additional Ebacc		
ESOL		

*I have considered the subjects carefully.*

STUDENT SIGNATURE:

PARENT'S/CARER'S SIGNATURE:

DATE:

