

The image shows the exterior of Kingswood Secondary Academy. The building has a modern, white facade with horizontal lines. A large sign on the wall reads "KINGSWOOD secondary academy" in a bold, sans-serif font. To the left of the sign is a logo consisting of a stylized crown inside a circle. In the foreground, several students wearing purple sweaters and dark trousers are walking away from the camera. The sky is blue with some clouds.

KINGSWOOD
secondary academy

options

Your choice at Key Stage 4



We have put together this booklet in order to help you to choose subjects which you will study in Years 10 and 11.

So far you have been studying a wide range of subjects and now you will have to think carefully about these, so that you can choose a smaller number to study in greater depth over the next two years.

Everyone will study the following common core of subjects for 18 out of 30 of their timetabled lessons per week. This will include:-

ENGLISH	(5 periods)
MATHEMATICS	(5 periods)
SCIENCE	(5 periods)
PHYSICAL EDUCATION	(2 periods)
EVERYONE READING IN CLASS	(1 period)

Everyone will then choose one option (3 periods per week) from the following subjects:

French or German or History or Geography.

You have to choose one of these four.

For your remaining 3 options (9 periods) we offer a wide range of subjects.

Good reasons for choosing a subject include; you're good at it, it will help you in a career you are keen on, or simply that you enjoy it.

Bad reasons to choose a subject include; your friend is doing it or you think it will be easy, students who think a subject will be easy are often mistaken!

Students who particularly enjoy languages may wish to choose to study both french and german, a student who likes the humanities may choose to study both geography and history, and a student who particularly enjoys technology subjects may choose two of these subjects. You are free to select the options you feel best suit your talents and aspirations but you cannot choose more than 2 from design technology or humanities.

Above all, it is essential that you try to ensure that your education remains broad-based and balanced. In addition to the information included in this booklet, you will be given advice in school by your subject teachers, form tutors, your Head of Year, a member of the Senior Leadership team and by Mr Lawson who is in overall charge of the Year 9 Options process. Your form tutor or a member of the Senior Leadership Team will be working closely with you to help you complete your option sheet and to make sure that your choices are the most suitable and appropriate for you.

**Pathways: A/B/C -
Applied Pathway
eBacc Pathway
Core Pathway**

Our pathways at Key Stage 4 recognise that there are many different routes through the education system. Your head of year has taken into account your current achievement and effort grades when suggesting your guided pathway (A, B or C). We believe these pathways are best suited to your ability level and possible future careers plans.

Within each pathway there are a range of subjects which combine to give a balanced and high quality course for Key Stage 4. The pathways all provide excellent opportunities for continuing education or training beyond the age of 16.

To assist with your decisions you will be guided towards one of our three pathways (A, B or C).

PATHWAYS A-B-C

A

Applied Pathway

What is it?

For a very small number of students the Academy offers the Applied Pathway. This is by invitation only and will involve discussions with parents, students and the Academy. The pathway is for students who may benefit from a programme that combines a core curriculum with life skills, work-related learning and personal development.

Why should I choose this Pathway?

This Pathway is by invitation only. If we think it is suitable for you we will speak to you and your parent / carer about it.

What will I study?

Students on the Applied Pathway will follow a core curriculum in English, Maths, and Science as well as courses in personal effectiveness and work related learning. Students have the opportunity to gain accredited qualifications for this work from Entry Level to Level 2. Most students on the Applied Pathway will study additional subjects and will receive personalised guidance on these choices.

B

eBacc Pathway

What is it?

The English Baccalaureate is not an exam in itself but an additional endorsement recognising achievement if you gain a GCSE grade C (grade 5 in the new number system) or above in all five of the following subjects:

1. English Language
2. Mathematics
3. Science
4. French or German
5. Geography or History

Why should I choose this Pathway?

If you are currently working at a high level in the above subjects you will be advised to follow this pathway. The subjects included are designed to ensure that all students have the opportunity to study a broad curriculum and your options are kept open for future studies at a competitive University.

What subjects can I choose?

All eBacc students must choose to study Humanities (History or Geography) **and** a language (French or German). They will then make two additional free choices.

C

Core Pathway

What is it?

The majority of students will follow the Core Pathway. This is for students who show academic potential and may continue their post 16 studies in either traditional education (sixth form or college) or vocational training.

Why should I choose this Pathway?

This pathway is for students who are suited to study a combination of GCSE and BTEC qualifications.

What subjects can I choose?

Students are free to choose four options upon discussions with parents and teachers.

Please note:

With over two hundred students choosing from a wide variety of options it is very challenging to try and give everybody what they want! Therefore, whichever pathway you take you must also select an additional reserve choice. Experience shows that we do manage to give over 95% of students what they request, but numbers of students opting for subjects and staffing implications may mean that the reserve choice may be required. If this is the case we will speak with the individuals involved.

YOUR CHOICE AT KEY STAGE 4

In addition to your core curriculum that everyone will study you are able to choose up to four additional subjects to study.

The available options are:

Art and Design (GCSE)	P 15
Business (GCSE)	P 19
Dance (BTEC)	P 11
Design Technology	
- Food Preparation & Nutrition (GCSE)	P 9
- Graphic Products (GCSE)	P 9
- Product Design (GCSE)	P 9
- Textiles Technology (GCSE)	P 9
Drama (BTEC)	P 12
French (GCSE)	P 16
Geography (GCSE)	P 6
German (GCSE)	P 16
Health and Social Care (Technical)	P 18

History (GCSE)	P 7
ICT (CiDA)	P 10
Media, Film and Photography (Cam.Nat.)	P 14
Music (GCSE / Cam.Nat.)	P 13
Physical Education (GCSE / Cam.Nat.)	P 17
Religious Studies (GCSE)	P 8

Core subject information

English Language & Literature (GCSE)	P 3
Mathematics (GCSE)	P 4
Science (GCSE)	P 5

The following pages contain more information about each of these subjects.

ENGLISH LANGUAGE & LITERATURE

English GCSE

The English Department offers both Language and Literature courses for the majority of GCSE students, providing you with two GCSEs at the end of the course.

English Language GCSE

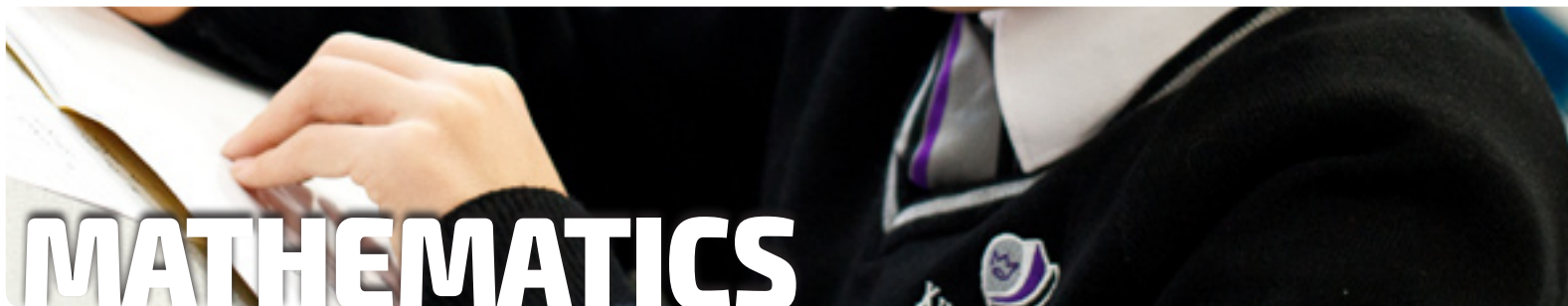
The course encourages you to enjoy and appreciate language, teaching you analytical skills and the ability to communicate accurately, appropriately, confidently and effectively. You will explore how writers influence readers and use these skills in your own writing. This course will be assessed by examination in Year 11.

English Literature GCSE

GCSE English Literature allows you to explore several aspects of literature through the in-depth study and wider reading of texts in all of the three main genres: prose (novels or short stories); poetry; drama. The course will be assessed by examination in Year 11.

From your study of Literature, it is hoped you will gain the benefits of enjoying books, of being exposed to writing from different cultures and of experiencing emotional and intellectual growth through reading about new experiences and considering different viewpoints. You will develop an appreciation of literary tradition and heritage, develop your powers of analysis and learn to make connections between texts with greater skill, confidence and independence. You will study:

- **A play by Shakespeare**
- **A nineteenth century novel**
- **A selection of poetry since 1789**
- **Post 1914 fiction or drama**



Mathematics GCSE

Understanding Mathematics is essential for future opportunities in further education and careers. Students will need to reach certain levels of competency in Mathematics to take Sixth Form courses, to be admitted to colleges and universities, and to have a wide variety of career choices.

We aim as a Faculty:

- to provide a broad Mathematical learning experience
- to provide the skills required to succeed in higher education and employment
- to promote a positive attitude to mathematics study
- to ensure students have a feeling of success, and progression is appropriate to their level
- to encourage students to carry on with mathematics post-16 where appropriate
- to play an active role in contributing to cross-curricular themes and improving Literacy, Numeracy, ICT and Key Skills

Course Details

Mathematics is a core subject in the National Curriculum and important for many jobs and careers. A good understanding of Mathematics will help you with other subjects at Post-16 too. We aim to help you achieve the best standard that you can. You will be in a set based on Year 9 results and your target grade. The set may be changed during the course, depending on how you progress in the subject. The aim is for you to be in a class where you are working at a suitable, but challenging level.

All students will need some specialist equipment for this lesson. A ruler, protractor and especially a Casio Scientific calculator are essential for all external exams and will also be required during lesson time.

The GCSE has two tiers of entry, Higher and Foundation. The levels available at the Higher tier are 9, 8, 7, 6, 5 and 4, whilst those available at the Foundation tier are 5, 4, 3, 2 and 1. These replace the old grades of A* to G, nationally. There is no internally controlled element to this subject and students will be entered for a linear course which has three terminal examination papers in June of Year 11, one non-calculator and two calculator exams. We follow the AQA mathematics syllabus.

A grade 6 or higher at GCSE is usually required to study Mathematics at A-Level in Sixth Form.



Science GCSE

From deepest space to the smallest molecule, Science affects all that we see and do. Science is full of excitement, wonder and interest which stimulates imaginative and creative thinking.

Whether your plans are to follow a career in the Sciences or not, there are many skills that you will learn during your studies of Science that will help you throughout life.

The Science curriculum at Kingswood aims to offer you a variety of options that supports you in your destinations beyond GCSE.

Courses Offered

Core and Additional Science

2 GCSEs in combined Science.

This course is available to all students and aims to provide you with a challenging and stimulating study of the Sciences in a combined manner. Taking this course you will have one or two subject teachers over both GCSE years, who will teach the science content in a combined manner. Successful completion of the course will be awarded two Science GCSEs. Progression to study A-Level Sciences or related courses at the Academy or at College is possible with these qualifications.

Triple Science

3 separate GCSEs in Biology, Chemistry and Physics.

This course is available to students achieving at least a 9S+ in Key Stage 3 Science who have also been recommended by their science teacher. It aims to offer a broader and deeper knowledge base of the Sciences and bridge the gap between GCSE and A Level. Taking this course you will have three subject teachers in Biology, Chemistry and Physics and on successful completion of the course will be awarded three separate Science GCSEs. Progression to study A Level Sciences or related courses at the Academy or at College is made much easier with these qualifications. Triple science will be delivered in the normal (5 periods a week) curriculum time and will not take up an option block.

If you would like to know more or have any questions, see Mrs Sykes or your Science teacher.





GEOGRAPHY

Geography GCSE

Geography involves the study of our environments, what natural environments look like and the processes that form them, and how people affect them.

It offers the opportunity to develop a variety of valuable skills including map reading, mind mapping, decision making, teamwork and investigating contemporary issues. Within the GCSE curriculum you will have the chance to use and develop your IT skills, producing PowerPoint presentations, using the Internet as a research tool as well as working together in group work and in peer teaching activities. If you are interested in the relationships between people and their natural environments, understanding how the world around you works and your place within it, then Geography is for you.

Geography is not just about the physical features; of different places or what people think about where they live, in this course you have the chance to investigate issues affecting people and the environment across the world. You will learn what it is like to live in a shanty town, how to survive an avalanche and what happens when countries do not have enough food.

You will study Geography at GCSE through 3 units:

1 - Living with the physical environment

- Tectonic hazards
- Weather and climate
- Glacial
- Coasts
- Ecosystems and the tropical rainforests
- Cold environments

2 - Challenges in the human environment

- Urban issues and challenges
- Changing economic world
- Resource management (food)

3 - Geographical Applications

- Issue evaluation
- Fieldwork

Field trips:

During the course you will take part in two compulsory field trips in order to complete the skills paper. This field trip enables students to collect primary data and explore a location away from home to investigate issues that are happening there and the reasons behind them.

Assessment:

The course is assessed in 3 sections:

1. A human exam which will take place in Year 11 (35%)
2. A physical exam which will take place in Year 11 (35%)
3. Geographical application (30%)

The physical environment and human environment papers are an hour and a half each and worth 35%. The Geographical applications paper is worth 30% and lasts an hour, based on the field work carried out.

If you would like to know more or have any questions, see Mrs Commons or your Geography teacher.



History GCSE

- Who held the 18th Century leg amputation record and managed to chop off some other bits into the bargain?
- Why did Adolf Hitler become German Chancellor in 1933?
- Why was there a Gold Rush in 1849?

These are the sort of questions you will be asked to find answers for if you study GCSE History.

History can be defined as an attempt to interpret the past in order to gain an insight into the present. History attempts to develop your abilities to analyse and interpret sources of information, and it encourages you to think logically and critically. Emphasis is also placed on developing your writing skills, so that you can present information and arguments in an appropriate manner. History is a very valuable subject providing skills and knowledge helpful in further study and a wide range of employment situations. History demands research, interpretation, analysis and the ability to express information clearly in writing.

The emphasis is on developing skills and on encouraging you to solve historical problems for yourself. You will be assessed in three examinations.

The course consists of three sections:

Paper 1: Thematic Study and Historic Environment

Medicine in Britain, C1250-present and The British sector of the Western Front, 1914-18: injuries, treatments and the trenches. This paper examines the ideas of progress and change over time. It asks the question: 'Do things always get better as time goes by?'

Paper 2: Period Study and the British Depth Study

Early Elizabethan England, 1558-88. This topic looks at the changes to society and foreign policy during the reign of Elizabeth I.
Western Front. The American West c1835-95. This topic looks at the settlement of the American West and how the Plains Indians were treated.

Paper 3: Modern Depth Study

Weimar and Nazi Germany, 1918-39. This paper examines how Germany fared after the Great War, how Hitler was able to come to power and what life was like in Nazi Germany.

If you would like to know more, or have any questions, see Mrs Paul, Mr Glaze, Miss Magee or Miss Martindale.



RELIGIOUS STUDIES

Religious Studies GCSE

If you have an interest in the world we live in, Religious Studies could be for you.

It helps us understand people – what they think, what they believe, their culture and way of life.

The content of the course is outlined below. Many of these issues are often discussed in the media, but this course gives you the chance to have your say and listen to the views of others.

Aims and objectives:

This course will provide opportunities for you to engage with questions of belief, value, meaning, purpose, truth and their influence on human life.

It will challenge you to reflect on and develop values, beliefs and attitudes in light of what you learn and contribute.

You will have the ability to construct well-argued, well-informed, balanced and structured written arguments.

Why choose GCSE Religious Studies?

This course will help you get a better understanding of these key questions:

- **Why do people have beliefs?**
- **How do beliefs influence society?**
- **What do you believe is important in the way you live your life?**
- **What do Christians and other religious groups believe is important in their lives?**

You should seriously consider choosing this course if you respond 'yes' to the following questions:

Do you want to explore the views of others?

Do you like discussing and debating religious and moral issues?

Do you want to learn more about the world we live in?

Here are some of the issues we will look at in the course:

- **Belief in God**
- **Marriage and the family**
- **Living a religious life**
- **Matters of life and death**
- **Crime and punishment**
- **Peace and conflict**

If there is anything else you would like to know please see Miss Hodgkins or your RS teacher.



DESIGN & TECHNOLOGY

GCSE in Design & Technology

In Key Stage 3 you have covered a wide range of subjects, you can now get the chance to specialise in the ones that **interest you most**. There is now only **one single D&T GCSE**, however you can continue to design and make a range of products in a subject area of your choice.

These are:

- Textiles
- Product Design (RM)
- Product Design (Graphics)

We hope that you will enjoy the practical elements of the course as well as learn about the design process.

Having a GCSE in D&T could help you in a variety of ways as well as providing a future qualification, should you wish to follow careers such as product design, engineering, graphics or fashion design.

Course Content

- **Core technical principles** – aspects of the subject that all students will learn
- **Specialist technical principles** – specialist content related to your choice of subject
- **Designing and making principles** – understanding and experiencing the practical aspects of making quality products.

How it's assessed

- **Written exam: 2 hours (in Year 11)**
100 marks 50% of GCSE
- **Non-exam assessment (NEA): 30–35 hours approx.**
Design and Make Assignment
100 marks 50% of GCSE

Note: There is the possibility of new 'Technical Awards' being available for students to study. These cover very similar areas to the Technology subjects mentioned above, are of the same value as the GCSE but have a larger practical element. However these are yet to be finally approved by the Government. If and when Government approval is given to these Technical awards, and if we think they would be even better suited to our students, then we would work with students and parents to ensure that students are on the course that we think is most suitable to them. The best approach at the moment is that students and parents choose a Technology GCSE if they wish to, and if the Technical Awards become available then we will inform students and parents as necessary. For further information please speak to Mrs Helm (Head of Technology).

Food Preparation and Nutrition GCSE

A GCSE in Food Preparation and Nutrition equips students with the knowledge, culinary skills and encouragement they need to cook, as well as a good understanding of food science, food provenance and kitchen safety. Students will also be able to apply the principles of healthy eating and develop vital life-skills, so that they can prepare food for themselves and others affordably and nutritiously. Students taking this course will be able to make informed decisions about a wide range of further learning opportunities and career pathways, such as; vocational Catering courses, further education for Biology and Food Science/Engineering and numerous employment opportunities.

Subject content

Food preparation skills – these are intended to be integrated into the five sections:

1. **Food, nutrition and health**
2. **Food science**
3. **Food safety**
4. **Food choice**
5. **Food provenance**

The GCSE Food Preparation and Nutrition specification qualification is linear. Students will sit a written exam and submit all their non-exam assessment at the end of the course.

It is a very intense course, both in theory and practical. In year 10, students cook every week. Students must provide their own ingredients, this means you have to be very organised. The skills you learn while cooking are needed later in Year 11, if you are unable to provide ingredients you should inform your teacher in advance.

What's assessed and how?

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5. Assessed by a **1 hr 45 minute written exam** equal to 50% of final GCSE grade.

Non-exam assessment (NEA) broken into 2 tasks also equal to 50% of final grade.

Task 1: Food investigation (30 marks). Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Food preparation assessment (70 marks). Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.



ICT: Certificate in Digital Applications (CiDA).

This vocational qualification, accredited on the NQF, is aimed at creative learners with a passion for digital applications. The course is tailor-made to meet the needs of today's creative industries, it covers creative multimedia, artwork, imaging and developing web products. CiDA will give learners a true taste of what to expect if they follow a career in creative ICT, graphic design and new media/web development.

Course content:

The Level 2 qualification in Digital Applications is assessed via Summative Project Briefs (SPBs) rather than formal examinations. The SPB, set by Pearsons, reflects a real life project where students must research, plan, design, create and test ICT graphical products in a variety of creative applications such as:

- Photoshop (Bitmap editing)
- Illustrator (Vector editing)
- Fireworks (Animation)
- Dreamweaver (Webdesign)

Teachers act as 'line managers' for students, monitoring their progress, offering advice, making suggestions for improvement, and so on. If students require additional support and guidance, this must be reflected in the marks they are awarded.

CiDA consists of 2 units:

Unit 1 - Developing Web Products

This unit is mandatory and accounts for 25% of the qualification. Unit 1 is externally assessed through a practical examination.

One of the following optional units makes up the remaining 75% and is internally assessed.:

Unit 2 - Creative Multimedia

Unit 3 - Artwork and Imaging

If there is anything else you would like to know please see Mr Wilkinson or your ICT teacher.



Performing Arts: Dance BTEC

The BTEC Level 1/Level 2 First Award in Performing Arts Dance has both a practical and a written element and is the equivalent of 1 GCSE.

The BTEC Dance course will prepare you for a career in the Performing Arts and will provide a broad base for further training in Dance.



The three units you will study are :

Individual showcase

The students will need to prepare a letter of application and a presentation/audition using a performance, design skills and techniques, dance skills and techniques, costume for a performer or make up for a performer (externally assessed).

Preparation, Performance and Production

In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for and produce a performance.

The performers could be dancers and the production team can include some, or all, of the following roles: sound or lighting technicians, costume, set, makeup, prop or mask designers and those who construct theatrical materials for the performance. All of your hard work will come to full fruition when you present your performance to an audience.

Dance Skills

This unit is all about developing your versatility as a dancer. As part of this development you will be encouraged to develop your physical skills to help you become a stronger and more flexible dancer.

You will explore and develop your dance skills in workshops and/or lessons where you will perform exercises and short sequences, before building up to a longer dance sequence. The unit will then culminate in a final performance where you will showcase your newly acquired skills. You will be assessed on your ability to master new skills and how you apply them in the final performance.

If you opt to take the BTEC course you must:

- **Be confident as a performer. You will be performing in front of an audience. If you are a shy person this will not be a suitable course for you.**
- **Be able to work in groups. A lot of work that you do will be as a Performing Arts company.**
- **Be able to work and perform on your own. Students will have to perform a solo as part of the course.**

If you want to study Dance as a BTEC subject, you don't need to be a ballet dancer. All you need is enthusiasm, enjoyment of all kinds of Dance and above all a passion for the subject.

If there is anything else you would like to know please see Mrs Geoghegan

DRAMA

Performing Arts: Drama BTEC

The BTEC Level 1/Level 2 First Award in Performing Arts Acting has both a practical and a written element and is the equivalent of 1 GCSE

The BTEC Acting course will prepare you for a career in the Performing Arts and will provide a broad base for further training in Drama.

The three units you will study are :

Individual showcase

The students will need to prepare a letter of application or a presentation and prepare and perform an audition using a performance or design skill such as vocal skills and techniques, singing and musical skills and techniques, costume for a performer or sound for a performer (externally assessed).

Preparation, Performance and Production

In this unit you will learn how to develop a performance piece as a member of a fictional performance company. You will take on a specific performing or production role and will prepare for and produce a performance.

The performers could be actors and the production team can include some, or all, of the following roles: sound or lighting technicians, costume, set, makeup, prop or mask designers and those who construct theatrical materials for the performance. All of your hard work will come to fruition when you present your performance to an audience.

Acting Skills

This unit is about starting you on a journey to become a professional actor. You will be introduced to important acting skills and will learn about the specific demands that acting makes on the body and mind. In particular, you will undertake a programme of regular exercises to help you master the techniques that will enable you to control and use your voice and body to communicate a character or role.

If you opt to take the BTEC course you must:

- **Be confident as a performer. You will be performing in front of an audience. If you are a shy person this will not be a suitable course for you.**
- **Be able to work in groups. A lot of work that you do will be as a Performing Arts company.**

If there is anything else you would like to know please see any members of the Performing Arts team.



Music GCSE

There are three parts to the GCSE course – **Performing, Composing and Appraising**.

Performing – 30%

You must demonstrate that you can interpret and communicate music accurately and thoughtfully. Pieces are recorded and assessed by your teacher and then moderated by an external examiner.

You will submit **TWO** performances:

- **One solo and one ensemble piece OR**
- **Two ensemble pieces**

Both **recorded** in Year 11

Composition – 30%

You must demonstrate that you can create and develop musical ideas effectively by controlling and showing understanding of the musical elements. Small tasks will be carried out alongside each area studied which can then be developed into a larger scale piece of work. Pieces are recorded and assessed by your teacher and then moderated by an external examiner.

You will submit **TWO** compositions:

- **One free choice in Year 10**
- **One for a selection of briefs set by the exam board in Year 11**

Appraising – 40%

You will demonstrate that you are able to respond to music by identifying musical elements and explaining how they are used.

You will complete:

In depth study of two set works

Study of a wide range of musical styles from around the world and across the eras

One exam at the end of Year 11 containing:
8 questions (two on each of the 4 areas of study) including the set works and other 'unfamiliar' music. The exam is 1 hour 15 minutes long.

MUSIC BTEC Level 2 Extended Certificate

The BTEC Music course is created from studying a number of units, which count towards the end grade of a Pass (C), Merit (M) or Distinction (A).

Three units have to be submitted for moderation, and one is an external exam set by Edexcel.

Units 1 and 2 are compulsory, and have to be studied and passed in order to gain a grade.

Staff can then choose another two 30 credit units in accordance with the needs of the group in order to make up the full course.

Sample units for study

Unit 1 – The Music Industry

Compulsory unit – Externally assessed examination

You look into the different areas and job roles within the Music Industry and find out how they relate to each other. Your understanding is assessed externally in the form of an exam.

Unit 2 – Managing a Music Product

Compulsory unit – coursework

You will plan, promote, develop and carry out a 'Music Product' – most recently the Kingswood Live Lounge. The work includes research into

suitable venues, equipment, audience and health and safety whilst looking into teamwork, communication and logistical skills. The final 'product' is recorded and used as evidence along with an evaluation.

Unit 4 – Exploring Musical Composition

Optional unit – coursework

You develop your compositional skills by working in a variety of styles to find their strengths. Simple starting points (melodies, rhythms, chord patterns) are extended and manipulated through the study of other composers to help create a fully formed piece of music.

Unit 5 – Introducing Music Performance

Optional unit – coursework

You have the opportunity to demonstrate your performing ability as a soloist. You will learn about choosing suitable pieces for your instrument, ability and audience as well as researching (and using) practice techniques before performing to an audience, and then reviewing your work.

Unit 7 – Introducing Music Sequencing

Optional unit – coursework

You extend your sequencing knowledge through the composition of a computer based piece of music. You will develop your understanding of various techniques such as panning, quantizing, automation effects and creating your own synthesized sounds such as a wobble bass. This variety of studio techniques will allow you to create music in the styles of Dance, Drum and Bass, R&B and Dub Step.



MEDIA, FILM & PHOTOGRAPHY

OCR Level 2 Cambridge National Certificate in Creative iMedia

This is the perfect course for those of you interested in developing a better understanding of media products such as digital comics, video games and digital audio and video. The Cambridge National takes you through the process of using a client brief to research, plan, create and evaluate digital media products – you will make new, original media products.

The course consists of four units: two mandatory and two from a choice of options.



MANDATORY R081 – Pre-production Skills (Exam, 1hr 15mins)

- An externally set exam that tests your understanding of the processes that need to be undertaken before making a media product
- It will cover research, idea generation, audience targeting, planning and presenting a final concept
- The exam will present you with a potential media product and ask you questions about what sort of pre-production would be suitable and why

MANDATORY R082– Creating Digital Graphics (Internally assessed, externally moderated)

You will create a portfolio that shows:

- Your understanding of the purposes and properties of digital graphics
- Responding to a brief you will produce detailed plans and create a digital graphic
- You will finish by evaluating your work in relation to the brief

OPTIONAL UNITS

(Internally assessed, externally moderated):

You will study two of the following possible units. For each unit, you will produce a project package that contains detailed research, planning, a finished product and an evaluation:

- R084 – Storytelling with a comic strip
- R088 – Creating a digital sound sequence
- R089 – Creating a digital video sequence
- R091 – Designing a game concept

For anyone interested in making media products, this is an exciting course. However, you need to produce a lot of work in and out of school and you will need to be highly self-motivated and good at working independently. Think carefully before choosing...



ART & DESIGN

Art and Design GCSE

You will be studying Edexcel's GCSE in Fine Art

Programme Overview

The qualification consists of two projects; one called **The Portfolio** (which is comprised of coursework and worth 60% of the final GCSE mark) and a **10 hour Externally Set Exam** (worth 40% of the overall GCSE mark) in the Spring of Year 11.

The Portfolio is a coursework element - you will be encouraged to develop ideas from primary and secondary sources. During the course, you will explore and experiment with a wide range of media and techniques (2D and 3D materials) which will culminate in a refined final piece. You will also study and make links with various artists/art movements and emphasis is also placed on you annotating your work to show an understanding of art vocabulary. At Key Stage 4, you will find you will be working with increased independence to improve and develop your skills in Art.

The Externally Set Exam is a practical exam – meaning you will be set a theme by the exam board (Edexcel) and be given a fixed period of time (usually six weeks) to prepare for a final refined artwork which should take no longer than 10 hours. The exam takes place under exam conditions in the Art room with your Art teacher.

Assessment

Coursework is assessed every six weeks. The final grade will be determined by the Art Department but externally moderated by an Edexcel moderator in Year 11.

Please speak to your Art teacher to determine whether this course is right for you. You will be notified if we think you are suitable for the course.

If there is anything else you would like to know please see Mrs Evans, Head of Art.



MODERN LANGUAGES

Modern Languages GCSE

Most students continue with a Modern Language in Years 10 and 11. You can choose French or German, or both.

Acquiring a Modern Language involves work in four skill areas:-

- Listening
- Reading
- Writing
- Speaking

Therefore, all of the classwork and homework will involve practising these four skills, just as in Year 9, and you will develop all four skills to a much higher level.

By learning a foreign language you are acquiring a skill - a skill for which there is a steadily growing demand. A working knowledge of one or more languages is a useful asset in many areas of employment. Furthermore, a steadily increasing number of Higher Education courses offer the possibility of combining continued foreign language learning with other subjects. The top Universities in the country will not accept students onto any degree course unless they have at least 1 GCSE in a Foreign Language.

Over the last four years there has been a steady national decline in the number of students who take GCSE Languages. Very soon Linguists will be in short supply in the Country.

Stand out from the crowd - take a language

This is what the course looks like:

Unit 1	Listening	25%
Unit 2	Reading	25%
Unit 3	Speaking	25%
Unit 4	Writing	25%

If you do have any questions you can always see your Language teacher, Mrs. Cross or Ms Allert for advice.



PHYSICAL EDUCATION

AQA Physical Education GCSE

This qualification is linear which means that you will sit all your exams and submit all your practical coursework at the end of the course in Year 11. Your final grade is 60% theoretical and 40% practical.

For the theory element of the course you will study seven units:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

A weekly theory lesson is used to prepare you for this. Topics covered include the Skeleton, Muscles and Movement, the Heart, the Circulatory and Respiratory System, along with training principles/methods and the effects of exercise. You also learn about injuries and their treatment, sponsorship, school sport and media issues related to sport.

For the Practical performance you will be assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Activities offered in school include Netball, Hockey, Softball, Golf, Table Tennis, Badminton, Football, Basketball, Athletics, Dance and many

others. If you take part in other sports in your own time you are often able to be assessed in these activities. You are also required to conduct an analysis and evaluation of performance to bring about improvement in one activity. This highlights your understanding of theoretical concepts and how they link into development and improvement of performance.

Cambridge National Sport Science

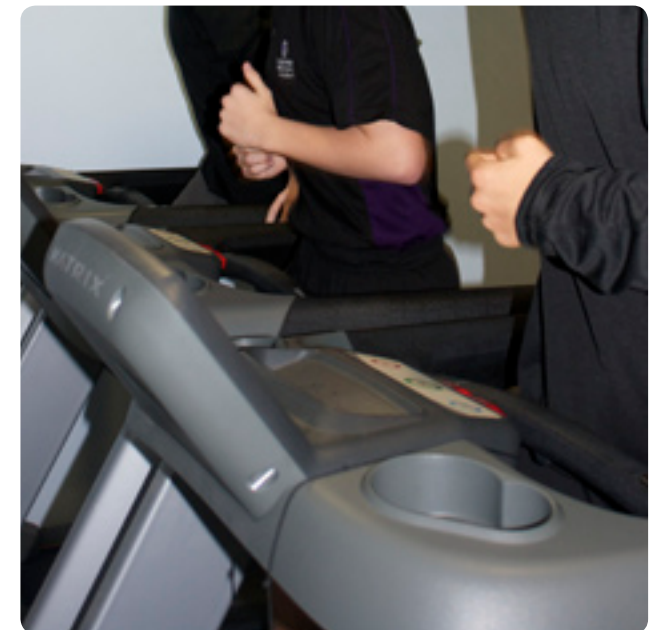
The Cambridge National Sport Science consists of four units:

- RO41: Reducing the risk of sports injuries.**
- RO42: Applying principles of training.**
- RO44: Sports psychology**
- RO45: Sports nutrition**

Units RO42, RO44 and RO45 will be assessed internally. You will complete a number of written and practical assignments, each with a specific criteria which must be met in order to successfully complete the qualification. Unit RO41 which is compulsory, will be assessed using an externally marked exam, which is worth 25% of Cambridge National qualification. Each unit must be fully completed against the marking criteria in order for you to gain the Cambridge Nationals Sports Science Level 2 award.

For more information, see Mr Gamble or a member of the PE staff.

If you opt for PE you will be advised which course will suit your abilities.





HEALTH & SOCIAL CARE

Health & Social Care

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole.

It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

Health and social care students will cover a range of topics such as:

Improving the well-being of an individual

Learners will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. They will then review and evaluate the impact this plan has had on their chosen client.

Promoting healthy living

In this unit learners will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign. This involves an element of creativity that learners will enjoy, particularly as they will have the freedom to choose the type of materials they produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, learners will review and evaluate the success of their campaign.

Development through the life stages

Learners will study the fundamentals of health and social care and acquire the underpinning knowledge required to carry out the practical parts. This knowledge will be relevant when considering future career choices and further study options.

Such as:

- *the stages and patterns of human growth and development*
- *expected development at each life stage*
- *life events*
- *sources of support/services for life events*
- *roles of professionals from the sectors who are involved in supporting life events*
- *definitions of health and well-being*

The H&SC Level 2 specification is currently being reformed for September 2017, it will follow broadly the same material as described.



Edexcel GCSE Business

Qualification at a glance

- Consists of two externally examined papers.
- Students must complete all assessment in May/June in any single year.

The specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 1: Investigating Small Business

Written examination: 90 minutes 50% of the qualification

Content overview

- **Topic 1.1 Enterprise and entrepreneurship**
- **Topic 1.2 Spotting a business opportunity**
- **Topic 1.3 Putting a business idea into practice**
- **Topic 1.4 Making the business effective**
- **Topic 1.5 Understanding external influences on business**

Assessment overview

The paper is divided into three sections:

- **Section A: 35 marks**
- **Section B: 30 marks**
- **Section C: 25 marks.**

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Theme 2: Building a Business

Written examination: 90 minutes 50% of the qualification

Content overview

- **Topic 2.1 Growing the business**
- **Topic 2.2 Making marketing decisions**
- **Topic 2.3 Making product decisions**
- **Topic 2.4 Making financial decisions**
- **Topic 2.5 Making human resource decisions**

Assessment overview

The paper is divided into three sections:

- **Section A: 35 marks**
- **Section B: 30 marks**
- **Section C: 25 marks.**

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper.

Calculators may be used in the examination.

Notes

Application Form

options

Name _____

Form _____

Your first choice **MUST** be Geography or History or French or German, put a 1 next to your choice.

You then have three more choices to make. Number these **2/3/4**, in order of importance.

We may not be able to give you everything you want so please put an 'R' next to your reserve choice.

Remember that you cannot choose more than two options from the following curriculum areas; Design Technology (Food, Graphic Products, Product Design or Textiles Technology) or Humanities (Geography, History or Religious Studies).

Art and Design (GCSE)	
Business Studies (GCSE)	
Dance (BTEC)	
Drama (BTEC)	
Food Preparation and Nutrition (GCSE)	
French (GCSE)	
Geography (GCSE)	
German (GCSE)	
Graphic Products (GCSE)	
Health and Social Care (Technical)	
History (GCSE)	
ICT (CIDA)	
Media, Film and Photography (Cam. Nat.)	
Music (GCSE/BTEC)	
Physical Education (GCSE/Cam. Nat.)	
Product Design (GCSE)	
Religious Studies (GCSE)	
Textiles Technology (GCSE)	

Student Signature: _____

Parent Signature: _____

Tutor Signature: _____

Tutor/Parent comments (if required).

All forms must be returned to form tutors by Friday 10 February 2017